

TOMO NI MANABU: TASK-BASED LANGUAGE TEACHING IN A HIGH SCHOOL
ENGLISH CLASS IN JAPAN

By

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Abstract

Task-based language teaching is a method that emerged in the field of second language acquisition in the U.S. Task-based language teaching facilitates language learning in context. However, there are few examples of research that investigate the applicability of task-based language teaching in classrooms in Japan where constraints such as big class size, college entrance exams, and designated textbooks that follow the national curriculum guidelines are factors. This study investigates the response of a Japanese teacher and 41 high school students in Japan, the students' language development as well as the suitability of task-based language teaching in classrooms in Japan. It also offers some guidance to make task-based language teaching more easily applicable to classrooms in Japan. This mixed method study involved a series of semi-structured interviews with a high school teacher in Japan, class observations of the task-based language teaching lessons, and a pre-test and post-test with surveys for the students. The study found out that the teacher expressed tensions between his current teaching context at that time and the task-based language teaching lesson plan. However, the teacher finished the lesson with a positive attitude towards task-based language teaching. Also, the students learned the grammar focus from the task-based language teaching lesson even though the lesson was not focused on the grammar as much as the traditional teaching. Overall, task-based language teaching in the teaching context worked well where the students worked in groups since it facilitated learning among students. This study also suggests that the teacher and his students adopted task-based language teaching positively and that the specific approach of task-supported language teaching is likely to be most suitable in this teaching context

Table of Contents

	Page
Abstract	i
Table of Contents	iii
List of Figures	vi
List of Tables	vii
Acknowledgements	viii
Chapter 1 Introduction	1
1.1. Goals of This Research	3
1.2. Structure of This Thesis	4
Chapter 2 Literature Review	7
2.1. Task-Based Language Teaching	8
2.1.1. The definition of a task	8
2.1.2. The influence of CLT and the three hypotheses on TBLT	12
2.1.3. The connection between the three hypotheses in SLA and the task in this study	13
2.1.4. SLA pendulum and focus on form that underlies TBLT	18
2.1.5. Different ways to implement TBLT in different teaching contexts	23
2.2. Education System in Japan	28
2.2.1. The Course of Study	28
2.2.2. Possible obstacles when implementing TBLT in Japan	29
2.2.3. Consideration of Japanese learning culture on implementing TBLT	32
2.3. Research Questions	33
Chapter 3 Methodology	35

3.1.	Study Design	35
3.2.	Setting	39
3.3.	Participants	40
3.4.	Data Collection Procedures	41
3.4.1.	Interviews	43
3.4.2.	Pre-test, post-test and surveys	44
3.4.3.	Classroom observations	45
3.5.	Analytic Framework	45
3.6.	TBLT Lesson Plans for Forest High School	47
Chapter 4 Teacher Response to TBLT Lesson		55
4.1.	Pre-Interview Perceptions and Resultant Lesson Plan Decisions	56
4.1.1.	Pre-interview perceptions	58
4.1.2.	TBLT lesson plans for Forest High School	68
4.1.2.1.	<i>Employing group work</i>	69
4.1.2.2.	<i>Homework for students</i>	71
4.1.2.3.	<i>Lots of priming</i>	72
4.2.	Post-Interview Perceptions	73
4.3.	Summary of the Chapter	79
Chapter 5 Students' Response and Engagement to TBLT Lesson		81
5.1.	Procedure of the TBLT Lessons	81
5.2.	Students' Response and Engagement	85
5.2.1.	Response from pre-survey	86
5.2.2.	Overall student response	87
5.2.3.	Student 14, Mei	95
5.2.4.	Student 23, Satsuki	100

5.3. Summary of the Chapter	103
Chapter 6 Students' Learning Outcomes	105
6.1. The Administration of the Pre-Test and Post-Test	105
6.2. Results.....	109
6.2.1. Result from Section 1.....	110
6.2.2. Result from Section 2.....	112
Chapter 7 Discussions and Conclusions	117
7.1. Discussions	117
7.1.1. Theories, hypothesis and facts teachers in Japan should know	119
7.1.2. Suggestions for teachers	122
7.1.2.1. <i>Learn more about TBLT</i>	123
7.1.2.2. <i>Employ task-supported language teaching</i>	125
7.1.2.3. <i>Utilize “small teachers (スモールティーチャー)” in classrooms</i>	126
7.1.3. For future research	127
7.2. Conclusions.....	128
References.....	130
Appendix.....	137

List of Figures

	Page
Figure 1. Picture drawn by Mr. Tanaka for reproduction activity	89
Figure 2. Items for pre-test and post-test	106

List of Tables

	Page
Table 1. Examples of Tasks Suggest by Willis and Willis (2013)	23
Table 2. Typical Design Variables.....	24
Table 3. Data Collection Timeline.....	41
Table 4. Length of Teacher Interviews	44
Table 5. TBLT Lesson Plans for Forest High School.....	48
Table 6. Relationship between Each Code	56
Table 7. Overview of the Topics Discussed in the Pre-Interviews.....	57
Table 8. Design Features of Traditional Teaching Lessons and TBLT Lessons	68
Table 9. Simplified TBLT Lesson Plans.....	83
Table 10. Information of the Country/Region Cards	84
Table 11. Answers of the Pre-Survey	86
Table 12. Answers of Post-Survey.....	93
Table 13. Examples of Scoring Guidelines.....	107
Table 14. Descriptive Statistics for the Pre-Test and Post-Test for both Section 1 and 2	109
Table 15. <i>t</i> -test Results Comparing the Pre-Test and Post-Test for both Section 1 and 2.....	110
Table 16. Descriptive Statistics for the Pre-Test and Post-Test for Section 1	110
Table 17. <i>t</i> -test Results Comparing the Pre-Test and Post-Test for Section 1.....	110
Table 18. Descriptive Statistics for the Pre-Test and Post-Test for Section 2	113
Table 19. <i>t</i> -test Results Comparing the Pre-Test and Post-Test for Section 2.....	113

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Chapter 1 Introduction

After I graduated from college with a teaching certificate for English at the junior high and high school levels when I was 22, I got a position in a junior high school in Japan. I spent the first four years of my career teaching English. I was busy with coaching a basketball team after school and being a homeroom teacher of about 30 students as well as teaching English. I usually taught 12 to 16 hours of classes in a week in addition to homeroom hours. At the beginning of my fourth year at that school, I received a new English textbook to teach with which was revised according to the latest national curriculum guidelines at the time. The new textbook was a structural textbook, the same as the old one. However, the new one focused more on communication and included more activities for speaking and writing. During the first four years of my career at the school, I struggled to establish my routine as a teacher working in a public high school. As for teaching, what I was focusing on was to teach what the textbook tells me to do no matter what kind of textbook I had. I repeated that every year.

After teaching in the school for four years, I got transferred to another school in a town nearby. It was a fairly small school compared to the first school and teachers had to share the same amount of work required for day-to-day school management across a smaller number of teachers. I taught Japanese, skiing, home economics as well as English. I also coached a different sports team each year and was in charge of the student council, which took up most of my time. I taught about 12 hours of English a week there with the same textbook that was handed to the teachers in the last year of working in my first school. Even though I was charged with more work than I had in the first school, I was more experienced than I was in the first school, and began to look at things with a more critical eye.

The first thing I noticed was the textbook. When I first began teaching, I did my best to cover all of the content in the textbook, because I felt the students needed that for high school entrance exams. However, I began to notice that there was too much coverage of Japan's own culture in the textbook as some researchers point out (Butler & Iino, 2005; Yamada, 2010). As I gained more teaching and life experiences, I wished that I could teach my students more important things that were not described in the textbook. At that time, the education system in Japan was attracting attention for various reasons. One of the reasons was that in 2006 it came to light that more than 600 high schools in Japan did not offer a required course (e.g., World History) that the national curriculum guideline prescribed or the course did not meet the standard for the number of classes even if it was offered (Ministry of Education, Culture, Sports, Science and Technology, 2006). After this incident, people asked for more openness in schools.

As a result, the local Board of Education began requiring monthly reports from teachers. The teachers had to turn in their monthly teaching plan that followed the national curriculum guideline. In addition, teachers had to report on assessments on a monthly basis so that the Board of Education could check whether if the teachers are on track or not. Under these circumstances where teachers were monitored by administrators, there is little room left for teachers to be creative about their classes. One of the teachers that I worked with lamented, "The government doesn't need us. They need teaching robots if they want us to teach only things in the national curriculum guidelines and the textbooks with limited amount of class time" (personal communication, 2015).

On the whole I would say that many of the teachers felt trapped between what Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) tells them to do and what they actually would like to do in their teaching context. While I was feeling the same way, I had

a chance to do my own graduate level research. I moved to the US, and started my master's degree program. During my studies, I was introduced to task-based language teaching (TBLT). So I began this research hoping to gain insight into how communicative approaches like TBLT could be employed in the highly structural context of language teaching in Japan.

1.1. Goals of This Research

In terms of the current situation of English teaching in Japan, there are a number of constraints. Some of them prevent Japanese teachers of English from making their English classrooms communicative as prescribed in the national curriculum guidelines. Some examples of the constraints are entrance examinations for high schools and colleges (Kikuchi & Browne, 2009; Sakai & Kikuchi, 2009), and class sizes with an upper limit of 40 students (Nakata, 2011). In addition, while I was studying about TBLT in graduate school, I noticed that within the current situation of English teaching in Japan the teachers lack an understanding of the notion of focus on form first used by Michael Long in 1988. Focus on form is what second language learners do when they are focusing on both conveying a meaning and linguistic elements (words, collocations, grammatical structures, pragmatic patterns, etc.) in context, not focusing on only one or the other. The notion of focus on form is a core principle of TBLT according to Long. When I learned about TBLT, I began to wonder whether many English teachers in Japan built their teaching on the understanding of the notions of focus on meaning (focusing on communication), focus on forms (focusing on linguistic elements such as grammar) and focus on form. Even most textbooks did not seem to be created to practice these notions since they were very structurally focused.

Many researchers believe that engaging in tasks with communicative interaction provides learners better opportunities to learn the target language. However, it appears that not a lot of teachers employ TBLT in their classroom since the philosophy of TBLT is radically different from teachers' philosophy in Asian countries. This is also evidenced by the fact that not much research has been conducted on TBLT in classrooms in Japan. Furthermore most of the existing research was conducted in English education at the college level.

Because I was interested in the suitability of TBLT in Japan, I investigated the following research questions: 1) How does a Japanese high school teacher of English respond to a TBLT lesson?; 2) How do Japanese high school students who are learning English respond to a TBLT lesson?; 3) How does participating in TBLT impact students' language development? I conducted collaborative action research with an English teacher in a high school in Japan and his 41 third year students (17 to 18 years old) in one of the classes he taught.

For the research, the teacher and I created a 3-day TBLT lesson together and he implemented the lesson in his class. In the main task of the lesson, each student created a presentation about a country other than Japan and presented it. I also conducted interviews with the teacher, videotaped the TBLT lessons and the teacher's non-TBLT lessons, and conducted pre-tests and post-tests with the students. The findings will contribute to our understanding about how TBLT could fit in a classroom in Japan. The following section illustrates the outline of this thesis.

1.2. Structure of This Thesis

The outline of the thesis is organized as follows: Chapter 2 (Literature Review) presents the theoretical framework of the research. Chapter 3 (Methodology) explains the methodology of the

data collection and analysis. Chapter 4 (Teacher Response to TBLT Lesson) illustrates the teacher's response to TBLT. Chapter 5 (Video Analysis) investigates the students' response to TBLT. Chapter 6 (Pre-Test and Post-Test Analysis) analyzes the students' language development. Chapter 7 (Discussions and Conclusions) discusses the findings from Chapter 4, 5, and 6 and presents conclusions and future directions.

Chapter 2 Literature Review

This study was conducted to investigate 1) how a high school English teacher in Japan implemented and responded to task-based language teaching (TBLT), 2) how the 41 third year students (17 to 18 years old) responded to the lesson, and 3) how the TBLT lessons impacted students' English language learning outcomes. This literature review is two-fold, investigating a) the concept of TBLT, which includes the definition of a task, the influence of communicative language teaching (CLT) and three SLA hypotheses (Krashen's input hypothesis, Swain's output hypothesis, and Long's interaction hypothesis) on TBLT, the connection between those hypotheses and the task in this study, the concept of focus on form that underlies TBLT, and different ways to implement TBLT, and b) the education system in Japan, which includes the concept of Course of Study, possible obstacles when implementing TBLT in Japan, and consideration of Japanese learning culture on implementing TBLT.

TBLT and CLT originated in the US and are based on a "western" view of teaching and learning (Sullivan, 2000). In Japan, the state of education is similar to the context of other Asian countries where most English teachers have a philosophy that is radically different from that which underlies TBLT. The procedure of TBLT is very different from traditional teaching methods that have been dominant in Japan for a long time. In addition, there are some practical issues to consider, such as class size, teachers' limited language proficiency, and the washback from many kinds of tests (Ellis, 2009; Kikuchi & Browne, 2009; Nakata, 2011). Under these circumstances, constraints seem to be preventing Japanese teachers of English from making their English classrooms more communicative or adopting TBLT (McMillan & Rivers, 2001; Nakata, 2011). In addition, the learning culture of Japanese learners contradicts the idea of TBLT, which

encourages learners to focus on meaning (fluency) first and focus on form (accuracy) afterward.

The goal of this research is to investigate what happens when an English TBLT lesson is implemented in a Japanese high school. The study investigates both the teacher's and the students' perspectives as well as students' learning outcomes.

In order to get a better understanding of the theoretical framework of this study, this literature review presents the idea of TBLT in general, including task definitions, the history of TBLT in the field of Second Language Acquisition (SLA), its connection with the three major theories in SLA, the notion of focus on form, and various types of tasks. I will also broadly explain the education system in Japan in order to create a better understanding of the background of the teaching context in this study.

2.1. Task-Based Language Teaching

This section defines task, explains the history context of TBLT, explains connections to three major theories in second language acquisition (Krashen's input hypothesis, Swain's output hypothesis, Long's interaction hypothesis), the concept of focus on form, as well as different ways to implement TBLT.

First, in order to have a clear distinction between what is a task and what is not, task definitions are presented before we consider the impact of TBLT in this study.

2.1.1. The definition of a task

Even though various definitions of TBLT are presented in the literature (see for example Long, 1985; Prabhu, 1987; Skehan, 1996), in this paper, I will use the definition Ellis put forth in 2009, listing the following criteria for a language-teaching activity to be a task (p. 223):

1. The primary focus should be on ‘meaning’ (by which it is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
2. There should be some kind of ‘gap’ (i.e. a need to convey information, to express an opinion or to infer meaning).
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

According to the definitions, the task conducted in my research meets the task criteria of Ellis (2009) as follows.

1. Primary focus on meaning

The goal of the lessons was to compare the country/region to Japan and tell their peers about the country/region that was assigned to each student. Each student had picked a card that contained some basic information about the country/region (i.e. population and land area) and they were required to add one or more pieces of information about the country/region that they researched on their own. It was arranged that no students in the group had the same card with a same country/region so that students can learn about six or seven different countries/regions at the same time. In this case, the students’ job is to convey meaning that they constructed in the presentation. The goal of the task was to “compare” some facts about the country/region to Japan, however, they were not specifically told and controlled to use the grammar focus, “as (adjective/adverb) as,” therefore, this task was a meaning-based task.

2. Presence of ‘gap’

As mentioned above, each student in a group had a different card with a different country/region. The information on the card was only known to the student who owned the card. The students were required to present the information that other peers did not have. This is an example of an information gap, that indicates a difference in the quality and quantity of information, between a presenter and his/her listeners.

3. Relying on learners’ own resources

This task is a ‘focused task’ in that is designed to provide opportunities for using a specific linguistic feature (Ellis, 2009). In the task, the target grammar was, “as (adjective/adverb) as.” In order to elicit the grammar focus, the teacher used the structure as he modelled the task so that the form might be more salient than other linguistic forms for the students to use in their presentation. However, this priming phase was not meant to manipulate learners’ language. In my research, the students were expected to use their own linguistic knowledge as well as non-linguistic knowledge such as gestures. The goal of the task in my research was for students to create a message and convey the meaning with their own resources, not to use a specific form. In other words, learners relied on their own resources while engaging in the task.

4. Outcome other than the use of language

The outcome of the task was to be able to talk about the country and listen to the peers’ presentations to learn the countries/regions that they talked about. The students were not required to use specific linguistic forms or vocabulary words. It was a meaning-based task, therefore, the outcome was not exclusively linguistic, and again, the students

gained knowledge about the countries/regions other than Japan as the outcome of the task.

Again, in the task conducted as part of this research, the students gave a presentation about a country/region other than Japan individually in a small group as well as to the whole class (six representative students from each group). Also, the task was a focused task with a grammar focus, “as (adjective/adverb) as” such as “as tall as.” According to Ellis (2009), focused tasks are defined as “tasks designed to provide opportunities for communicating using some specific linguistic feature (typically a grammatical structure)” (p. 223). In order to elicit the specific linguistic form, in this case, “as (adjective/adverb) as”, the teacher set the goal of the lesson as “Let’s learn about other countries/regions by comparing them to Japan” and gave the students sufficient priming by showing model presentations and repeating the grammar focus in the lessons so that it became salient.

It should be noted that the task in my research followed the three stages, pre-task, main task, and post task as suggested by Skehan (1996). A more detailed description of task design in this research will be provided in Chapters 4 and 5.

One of the most important responsibilities for language instructors is to design lessons. In TBLT, task design plays an important role in the whole lesson plan. In order to design tasks, it is important to create a task that meets the four criteria mentioned above.

In the next section, I will explain TBLT in its historical context, and make connections to the input, output and interaction hypotheses as well as to focus on form.

2.1.2. The influence of CLT and the three hypotheses on TBLT

In the late 1960s, communicative language teaching (CLT) emerged in the US as an alternative to the structural and audiolingual method of teaching and it attracted widespread interest by researchers and teachers. The goal of CLT is to enable learners to proficiently use language in real communication rather than focusing on mastery of the grammatical system of the language (Ellis, 2003; Richards, 2001). In other words, CLT is directed at “use,” i.e. the ability to use language to convey meaning in an *appropriate* way, whereas earlier methods are directed to “usage,” i.e. the ability to use language in an *accurate* way (Ellis, 2003). CLT also focuses on communicative competence rather than grammatical knowledge.

As CLT developed in the study of second language teaching, the distinction between a ‘strong’ form of CLT and a ‘weak’ form of CLT emerged. The strong form of CLT stresses the importance of learning an L2 in real communication with little support of traditional teaching text. In contrast to the strong form of CLT, the weak form of CLT claims that components of communicative competence can be taught systematically and analytically as they are taught in traditional teaching. However, it was pointed out by Long (2000) that each form had shortcomings within the theories. For example, the strong form of CLT emphasized communication rather than grammar so it hindered learners’ adequate language development of grammatical competence. Also, the weak form of CLT treated communicative activities as ‘add-on’ to the grammar-focused pedagogy.

As an extension of the CLT movement, task-based language teaching (TBLT) emerged in the 1980s. According to Long (2000), it reconciled the weaknesses of the strong and weak forms of CLT. The ultimate goal of TBLT is to complete a task and like the strong form of CLT, it emphasizes communicative interaction (East, 2012; Richards & Rodgers, 2001). However,

unlike the strong form of CLT, TBLT does not ignore the importance of developing learners' grammatical competence. In addition, focusing on a grammatical form is done after learners have engaged in a meaning-based task unlike in the weak form of CLT where grammar is foregrounded (East, 2012).

Many researchers (Calvert & Sheen, 2015; González & Nielson 2015; Siekmann, 2008) believe that engaging in tasks with communicative interaction provides learners better opportunities to learn from context than form-focused activities do. Also, in order to complete a task, learners are required to negotiate meaning and engage in naturalistic and meaningful communication (Richards & Rodgers, 2001).

Next, I will illustrate the principles of three influential theories of SLA: The input hypothesis (Krashen, 1982), the output hypothesis (Swain, 1993), and the interaction hypothesis (Long, 1996) and explain how they are interwoven in the task used in this research.

2.1.3. The connection between the three hypotheses in SLA and the task in this study

According to Krashen's input hypothesis (1982), language acquisition occurs incidentally and subconsciously when learners are exposed to 'comprehensible input.' Comprehensible input means providing language which is slightly beyond the current level of the learners. The language is at a level that the learner can understand, but contains features that the learner still has not acquired. A language teacher can make input comprehensible by an awareness of the competence of learners and a careful adjustment of their language output to meet that competence and provide a slight level above. According to Krashen, comprehensible input is represented by $i+1$. 'i' represents the learner's current level of the language and '1' represents the next level of the competence. In this process a learner is focused on meaning rather than on form

because metalinguistic knowledge of rule formation does not lead to acquisition (Johnson, 2008). Krashen's model is based on the position that comprehensible input alone is sufficient for language learning to take place.

The design of the task in my research was a 'focused task' that is designed to provide opportunities to use a specific linguistic feature (Ellis, 2009). The target grammar in the task of my research is, "as (adjective/adverb) as" such as "He is as tall as his father now." In order to make the grammar focus salient, the teacher gave the students sufficient priming. Priming means a function that helps learners to pay attention to the topic and also it affords an opportunity to introduce the vocabulary that is used in the lesson (Willis & Willis, 2013). In this case, the teacher primed the students for the coming task by being a model speaker of a presentation, and repeating the grammar focus in the lessons. In this pre-task phase, the students received the message that the teacher intended to convey, and they tried to comprehend the message. Also, the input made by the teacher will lead the students to use the grammar focus in the main task. What the teacher is doing in this phase could be labeled as 'comprehensible input' according to Krashen's input hypothesis (1982).

Another aspect that should be noted in the task is interaction. This is based on Long's interaction hypothesis (1996). Long claims the best input happens when a learner notices a communication problem which occurred in interaction with other interlocutor and tries to find a way to fix it. When a problem occurs, learners have to negotiate for meaning and form. 'Negotiation for meaning' is based on the interaction hypothesis and it is closely related to the input hypothesis. According to Long, the attempt, negotiation for meaning, can contribute to acquisition in many ways. For example, it might result in negative feedback that alerts a learner to the possibility of the error in his/her speech.

In the main task in this study, each student presented in a small group and the teacher provided time for other students in the group to ask questions and give comments to the speaker. The goal of this phase for the students is to have interaction with each other. Even though giving a presentation to other speakers alone is a one-way activity, it is possible to create the situation that students interact about each other's presentation. Thus, as Long claims in his interaction hypothesis, more opportunities for acquiring the target language is expected by providing chances of interaction between learners. Also, learners can interact with each other while negotiating for "form." It is an aspect of interaction that is more related to Swain's output hypothesis (1993). In terms of analyzing the interaction between learners when they negotiate for form, a useful concept to explore is Swain's notion of collaborative dialogue (2000). I will illustrate Swain's output hypothesis (1993) and collaborative dialogue (2000) as well.

Swain (1993) claimed that input is not the central mechanism for language acquisition to occur. In the TBLT lessons in this study, the students moved onto the output phase after being exposed to sufficient input. After the pre-task where students focused on receiving a message from the teacher's input, they gave a short presentation (2-3 minutes) about a country/region other than their home country. Each student had a card listing some information about the country/region (such as population and land area) and they compared those facts to information about Japan. Also, they were told to add some facts that they researched on their own by using the Internet or reading books. This sequence of the main task is based on Swain's output hypothesis (1993) that emerged as a complement to the input hypothesis. Swain (1993) argued that comprehensible input alone is insufficient for learners to achieve high levels of grammatical and sociolinguistic competence, and she claimed the language learning process needs "more mental effort (2000, p. 99)" than just input. She suggested that the mental effort will be

accomplished when learners are ‘pushed’ to produce output and pay attention to the form, that is when they acquire an L2 (1995, 2000).

It should be noted that Swain (1995) identifies the three functions of output, which are noticing the gap, hypothesis testing, and metalinguistics function. The first function, ‘noticing the gap,’ also identified by Schmidt and Frota (1986) occurs when a learner produces output in the target language and notices the mismatch between what they can say and what they cannot say in the target language. This act of noticing is theorized to promote language learning. Swain (2000) also called this gap ‘a hole’ and suggested that it is important for learners to fill the ‘holes’ in their linguistic knowledge by turning to a dictionary or a textbook, or asking their peers or teacher. The important point of ‘noticing the gap’ is that the act of noticing itself is what raises the learner’s consciousness of the linguistic form.

The second role for output through language learning is hypothesis testing. According to Swain (2000), learners produce the target language in order to test their hypotheses about how the target language works. Some errors that are seen second language learners’ language are brought by this hypothesis testing. In order to test a hypothesis, learners are required to “*do* something, and one way of doing this is to say or write something (p. 100).”

The third role of output is metalinguistic awareness. It provides learners with opportunities to look back and reflect on the target language’s forms and structures. This function leads learners to have a chance to control and internalize the target language and it should be noted this action is learner driven, not initiated by a teacher. In that sense, the role of metalinguistic awareness claimed by Swain (1995) is different from Long’s focus on forms (see next section), in which learners are given specific linguistic forms or structures to use.

The three functions, noticing the gap, hypothesis testing, and metalinguistic awareness play a role in the task in my research as follows. In the task, the moment the students may notice a gap is when they try to construct the presentation to make comparison of factors between two different countries, thinking about which form they can use and cannot use and try to fill the gap. Again, the task was a focused task with a target grammar, “as (adjective/adverb) as.” Therefore, it is optimal for the students to remember the comprehensible input given by the teacher preemptively and try to use the form in real communication. Also, in order to fill the gap, the students need to test a linguistic hypothesis in the form of creating a presentation after gaining sufficient input in the priming section. In addition, as a result of testing the linguistic hypothesis, the students would get feedback from other learners or the teacher. The feedback tells the students if the hypothesis was correct or wrong. The time the students try to investigate how the language works and find that out is when they achieve metalinguistic awareness. It should be noted that learners could achieve metalinguistic awareness by having interaction about the language with others, such as casual conversation (e.g., “Is this correct?” or “Goed, or went?”). Thus, the task in my research has a connection to Swain’s output hypothesis and also to collaborative dialogue.

Swain (2000) defines that collaborative dialogue as “dialogue in which speakers are engaged in problem solving and knowledge building” (p. 102). She further claims that the concept of output is expanded to include one of functions that a language has, that is a function as a cognitive tool. According to Swain (2000), with the cognitive tool of language, learners are able to focus on their own output, that is ‘saying,’ and look at it as ‘what is said’ from a different perspective (e.g., learners look at the mistake in an utterance or writing such as “goed,” not went, and talk about it to solve the problem). Swain claims that “it is linguistic problem-solving

through social interaction” (p. 104). In addition, it should be made clear that not all dialogue is knowledge building. If it lacks negotiation for form, it will not be optimal language learning.

In the task in this study, after each student presented in their groups, six representative students from each group were chosen to present in front of the class. The teacher provided additional time for all the students to help refine the representative students’ presentation. The phase that begins with each student’s individual presentation and ends with the representative students present after refinement time is based on both Long’s interaction hypothesis (negotiation for meaning) and Swain’s collaborative dialogue (negotiation for form) in order to expand the chances for interaction.

So far, I addressed the three hypotheses that are essential to the state of SLA. They are interwoven into a relatively new method like TBLT and it is optimal to design a task to ensure learners’ chances to engage in input, output, and interact with other learners. In addition to the three hypotheses, there is one more element that has to be mentioned about TBLT. That is the notion of “focus on form,” which Ellis describes as “integral to task-based language teaching (2016, p. 422).” The notion of focus on form was created by Long, who is an advocate of the interaction hypothesis. In the next section, I will address the most important principle of TBLT, focus on form.

2.1.4. SLA pendulum and focus on form that underlies TBLT

The most important methodological principles in TBLT is focus on form. The term was first used by Michael Long in 1988. The idea has been borrowed and used by a number of scholars and researchers since then and Long’s own view of focus on form has changed over time as well. However, Long (2000) views focus on form as “how attentional resources are

allocated and involves briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, etc.) *in context*, as they arise incidentally in lessons whose overriding focus is on meaning, or communication" (p. 185).

Long (2000) states that the idea of focus on form appeared as an outcome of "drastic swings of the pendulum (p. 179)" within language teaching over the years. The pendulum consisted of focus on forms on one side and focus on meaning on the other. Focus on forms is considered as the traditional approach. Through this approach, learners learn a language that is divided into segments (words, intonation patterns, collocations, and so on). These are presented by a teacher one item at a time in a sequence determined by the syllabus or curriculum considering the target form's frequency, or difficulty. It is the learners' job to synthesize their knowledge that was taught and aligned linearly and reconstruct it to use in real world communication. This synthetic approach is associated with these methods, such as Grammar Translation, Audio-Lingual, Audio-Visual, Silent Way, Total Physical Response, etc. The typical language activities shown in this approach are explanation of explicit grammar rules, repetition of models, memorization of short dialogues, explicit negative feedback (error correction), display questions, and so on (Long, 2000).

Themselves advocates of TBLT, Willis and Willis (2013) also claim "the most effective way to teach a language is by engaging learners in real language use in the classroom 'via' tasks ... which require learners to use language for themselves" (p. 1). They also emphasize that focus on form should happen prior to focus on forms because "it is extremely difficult to concentrate on what we are going to say and at the same time on how we are going to say it, in the sense of what words or forms we are going to use" (Willis & Willis, 2013, Location No. 635). Some teachers try to control language by presenting the target form that learners should use

so that teachers can avoid dealing with learners' unexpected language production, that is usually an error or even a correct form. Especially teachers with limited proficiency of a language that they are trying to teach tend to control learners' language as Ellis argues (2009). However, Willis and Willis (2013) suggested that teachers should avoid controlling learners' language production. They explain the reason why teachers should not control learners' language by showing an example of a radio quiz show in which contestants are asked questions and answer them without saying yes or no. Again, Willis and Willis (2013) consider it to be extremely difficult to concentrate on both producing forms (*how* they are going to answer the questions) and conveying meaning (*what* they are going to say). As a number of researchers (Ellis, 2003; Long, 2000; Willis & Willis, 2013) show, the extreme intervention such as a class with only form-focused language activities is inadequate to acquire a second language.

Long (2000) describes that there is focus on forms on one side of the pendulum and on the other side, there is focus on meaning, that was led by a radical pendulum swing from the response to focus on forms. Focus on meaning is a pure communicative approach. In this approach, learners are presented with comprehensible, holistic samples of communicative language use. For example, in an immersion class, learners usually learn lessons of a subject such as history, geography, or culture of a society other than the second language itself. In this situation, the target language is a medium of communication and the learner must analyze the language at a subconscious level. It is considered that grammar should be learned incidentally and implicitly. It is the learners' job to analyze the language whereas it is not their job to synthesize the language in a focus on forms approach. This parallels the idea of Krashen's input hypothesis (1982) and the strong form of CLT that emerged as a substitution for traditional teaching methods that employed form-focused activities.

However, Swain argues (1993) this nonintervention approach, that ensures merely comprehensible input, is not sufficient for adequate output. White (1991) also points out that some contrasts between first and second language are not always convertible without knowing explicit grammar rules. For example, French speakers who learn English as a second language in an immersion class will have a hard time to realize that it is not grammatically correct to say “I drink every day coffee” whereas it is both correct to say “*Je bois du café tous les jours*” (I drink coffee every day) and “*Je bois toujours du café*” (I drink every day coffee) in French. Even if they said “I drink every day coffee” in English in real communication, this will cause no communication breakdown because this is perfectly comprehensible even though there is no negotiation for form. As a number of researchers (Swain, 1993; White, 1991) showed, focusing on meaning alone has sufficient input to teach what is grammatical, but little to teach what is ungrammatical. Thus, learners need to negotiate for form as well as meaning to acquire a target language.

As a third option other than focus on meaning and focus on forms, Long (2000) suggests focus on form which he emphasizes to be a main principle of TBLT. Long argues that Focus on form is an approach that overcomes shortcomings of both focus on forms and focus on meaning. The TBLT approach begins with meaning-based activities. While learners get sufficient amount of input, they begin *noticing* (Schmidt, 1992), that is to keep forms that are salient in the input in their memory without necessarily understanding their meaning or function or possessing metalinguistic awareness of the form. Unlike the pure focus on meaning, systematic provision is made to call learners’ attention to language as an object. Also, unlike focus on forms, which linguistic forms are targeted and when the forms are learned, is determined by learners’ language learning process, not by others such as teachers, curriculum, or syllabi. In sum, Long (2000)

describes the reason why focus on form is optimal for language learning: “Focus on form, therefore, is learner-centered in a radical, psycholinguistic sense: it respects the learner’s internal syllabus. It is under learner control: it occurs just when he or she has a communication problem and so is likely already at least partially to understand the meaning or function of the new form and when he or she is attending to the input” (p. 185).

If the lesson in my research was carried out with a form-focused approach without employing focus on form, such as PPP (Present, Practice, Production), the language of the learners would be controlled and they would never have developed their internal syllabus even if they could have added a new grammar rule into their internal syllabus. It would have been a teacher-centered lecture especially when the teacher presented the grammar focus before the learner’s production section. In that case, this situation would never happened, that a learner partially understands the meaning or function of the new form and tries to apply the knowledge into input or output in order to acquire the language, which Long (2000) calls focus on form.

Again, “Focus on form lies at heart of Long’s advocacy of task-based language teaching” (Ellis, 2016, p. 407) and TBLT and the notion of focus on form lie in tandem. As I addressed in the earlier section, language learning should have enough opportunities for learners to receive input and produce output within social interaction so that they can negotiate for both meaning and form.

So far, I have discussed TBLT in relation to a defined task in TBLT (Ellis, 2009), the three influential hypotheses in the field of SLA, and explained the notion of focus on form. The task definitions, the three hypotheses, and the notion of focus of form are interwoven and together inform the TBLT approach. However, the TBLT approach is not a one-size-fits-all

solution to all language teaching context. Next, I will address types of tasks that are conducted in many different shapes.

2.1.5. Different ways to implement TBLT in different teaching contexts

Tasks employed in TBLT can be conducted in different forms. Skehan (2003) distinguishes between a ‘strong’ form and a ‘weak’ form of TBLT. According to Skehan (2003), the strong form of TBLT locates tasks in the center of teaching to focus on meaningful language use. In contrast to the strong form, the position of tasks in the weak form of TBLT is complementary in order to fit in a teacher-lectured approach. Some advocates of TBLT view TBLT as the rejection of the traditional approaches to language teaching such as PPP (Presentation, Practice, Production) and see traditional structural teaching as theoretically indefensible (Ellis, 2009).

Willis and Willis (2013) advocate task-based learning (TBL) and suggest a number of methods of strong form of TBLT in their literature such as problem solving, storytelling, etc. More examples are shown in Table 1.

Table 1. Examples of Tasks Suggest by Willis and Willis (2013)

Types of tasks	Commentary
Jigsaw task	Also called split information task. One individual or group has some information that others don't have. To complete a task, they put the information together
Problem solving	Learners suggest advice and recommendations on problems such as global warming
Corrupted text	Learners are asked to fill the gaps or change the order of sentences or paragraphs of a text which has been changed in some way
Storytelling	Learners tell their personal stories or anecdotes. Usually they repeat that with different partners so that they can feel the effect of repetition on fluency

Also, Ellis (2017) classified types of tasks to show how different task design impacts learner's language use. Table 2 (Ellis, 2017, p. 119) shows the types of task design variables that were attained from recent research.

Table 2. Typical Design Variables

Design variables	Commentary
1. Dialogic vs. monologic	A dialogic task required two or more participants to interact when performing the task. A monologic task requires the individual learner to perform the task without interruption.
2. Number of elements to be manipulated	The task may require only a few elements to be communicated (e.g., in a story with just two characters in one setting) or many elements (e.g., in a story involving a number of characters in different settings).
3. Topic familiarity	A familiar topic is one where the participants have a ready-made schema they can draw on (e.g., describing the route they follow from school to their home).
4. Shared vs. split information	In a shared information task all the participants have access to the same information; alternatively the information to be communicated can be split between the participants. The former occurs in opinion-gap tasks and the latter in information-gap tasks.
5. Single vs. dual task	The difference here concerns whether the task poses learners a single goal (e.g., to draw a route on a map) or a dual goal (e.g., to draw a route on a map when the map does not correspond exactly to the route being described).
6. Closed vs. open outcome	Tasks with a closed outcome have a single solution (e.g., the route drawn on a map). Tasks with an open outcome have several possible solutions. Information-gap-tasks typically have closed outcomes whereas opinion-gap tasks have open outcomes.
7. Discourse mode	The task may lead to discourse involving description, instructions, narrative, or argument.
8. Here-and-now vs. there-and-then orientation	Tasks may require participants to refer to entities and actions that they can see occurring (as when they describe a live video) or to entities and actions that are not physically present (as when they describe a video they have just watched).

Note. Reprinted from “Task-based language teaching”, by Ellis, R., In S. Loewen & M. Sato (Eds.), 2017, p. 119, New York, NY: Routledge.

Ellis (2017) states that the design of a task and how to implement it has effects on three aspects of language use: complexity, accuracy and fluency. For example, he noted that tasks with split information will bring higher frequency of negotiation rather than tasks with shared information (Item 4 in Table 2). Thus, the similar tasks could bring different effects based on these design features.

Ellis (2009) also sees traditional structural teaching as complementary to TBLT after acknowledging that in some teaching contexts, such as in Asian countries, teachers possess a philosophy that is radically different from that of TBLT, and there are some practical problems such as limited second language proficiency and the effect from tests that students have to prepare for. These problems require TBLT to adjust its properties to fit in the local context. For example, Carless (2007) suggests that the weak form of TBLT is most suitable for the context of secondary schools in Hong Kong, where PPP was predominant at that time and teaching in general was seen as passing down the knowledge from teachers to students. Bao and Du (2015) addressing the context of beginner Chinese learners at a Danish University, propose that the weak form of TBLT should be used so that the classes can cover the lectures for pronunciation practice and balance out learners' different learning strategies.

According to Ellis (2009), there is a distinction between 'unfocused' tasks and 'focused' tasks. Focused tasks are designed to elicit some specific linguistic feature (usually grammatical structure). In focused tasks, the target linguistic feature is hidden from learners. In contrast, unfocused tasks provide learners the chance to use language in general communicatively. In unfocused tasks, learners choose from a range of forms, which even an instructor would not know until the task is performed.

Also, Ellis (2003) suggests distinguishing a task between task-supported language teaching and task-based language teaching. This idea parallels the distinction between the strong and weak forms TBLT that are proposed by Skehan (2003), and strong CLT and weak CLT. Similar to those distinctions, task-supported language teaching sees tasks as a communicative activity that is embedded in traditional teaching and task-based language teaching sees tasks as the main medium for learners to learn language by experiencing how it is used in communication.

Ellis (2003) shows an example of task-supported language teaching in which a task is employed in a production stage such as ‘exercise’ in PPP (Presentation, Practice, Production). PPP is an approach that the target of the lesson (grammar, vocabulary, etc) is presented in advance and learners produce language after practicing the usage of the target. This is one of the examples of how task-supported language teaching and the task-supported language teaching approach can fit in many different methods other than PPP.

Also, Ellis (2003) states that tasks in task-based language teaching “provide the basis for an entire language curriculum” (p. 30) and it constitutes a strong version of CLT. It is not the only way of achieving a strong version of CLT, however, the approach is a useful method for planning communicative curriculum, especially for where there are few opportunities to use language in real situations such as in many foreign language learning contexts. The reason why TBLT is useful for planning curriculum is because of one of its attractions, which is that the task-based approach is able to “blur the traditional distinction between syllabus, i.e. a statement of what is to taught, and methodology, i.e. a statement of how to teach” (Ellis, 2003, p. 30). This distinction is clear in the weak form of CLT (i.e. syllabus is communicative but methodology is traditional).

Again, as I mentioned above, a task can be designed in many ways, such as a listening and reading (input-based) task or a speaking and writing (output-based) task (Willis & Willis, 2013) as long as it meets the criteria of a task. In addition, it is important to keep in mind that the integral principle of TBLT is focus on form and language instructors should design classes that provide learners an opportunity to experience focus on form.

The task employed in my research is considered as task-supported language teaching because the task was employed as part of the teacher's original method. The curriculum of the course that the teacher was teaching was based on an assigned textbook and the teacher had to cover the content, lexical items, and grammar within designated class hours. The students were required to take examinations based on the textbook and it was supposed to lead them to prepare for college entrance examinations. In the context, it was best to stay on the teacher's original method in order to avoid confusion caused by making a radical change to the teacher's method. Also, the task in my research took the three stages, pre-task, main task, and post task that Skehan suggests (1996) and it meets the criteria of a task as mentioned above. Both the teacher and the students engaged actively with the TBLT lessons.

There were some constraints in the teaching context in this study. It is true that most of language instructors in Japan are under constraints to teach while following rules and curriculum made by the government (Sakui, 2004). It is important to address the current state of the education system in Japan as well as the teaching context in this research. I will explain about the Japanese learning culture from a viewpoint of education in the next section.

2.2. Education System in Japan

This section reviews the rules and constraints in the education system in Japan that are thought to prevent Japanese English teachers from making their English classrooms communicative or from adopting communicative methods such as TBLT. An overview of the education system under the National Educational Guidelines and the specific situation of the English education system in Japan will be given. Also, this chapter presents the Japanese learners' learning culture from the findings of studies of Japanese culture.

2.2.1. The Course of Study

In the education system in Japan, the school curriculum is determined by MEXT in a document called the Course of Study. MEXT revises the Course of Study quite often to maintain relevance (Seargeant, 2009). The latest revision was made in 2017 (kindergarten, elementary, junior high school levels) and 2018 (high school level). The Course of Study is issued for each subject and grade for the levels of preschool, elementary school, junior high school, and high school. Teachers in Japan are required to strictly follow the Course of Study. In regards to English, the Course of study determines the numbers of vocabulary and grammatical rules, and cultural topics that should be taught in classes at each school level (Butler & Iino, 2005). Teachers who work in some regions are required to submit a report of their teaching schedule and the actual topics covered to the Board of Education located in each city or prefecture to show that they are following the Course of Study.

There are other constraints on teachers that parallel those of the Course of Study. That is entrance examinations for mainly high schools and colleges (Kikuchi & Browne, 2009). Students are supposed to be ready for those entrance examinations after finishing the curriculum

determined in the Course of Study. Also, they have to be ready for the national standardized tests which they take in the sixth grade of elementary school (11 years old to 12 years old) and the third year of junior high school (14 to 15 years old).

In addition to the national guidelines and the Course of Study, there is one more area where teachers have little authority, namely textbooks. Textbooks are selected by regional Boards of Education, from a list approved by the government. There are about 70 textbook publishing companies in Japan (MEXT, 2015) and the textbooks selected by the Board of Education are handed to teachers along with a copy of the Course of Study.

With such pressure of class materials and teachers' own practices, there is little room left for teachers to be creative in their classes. Teachers who worked under this circumstance tend to be stereotyped and have little individuality. Thus, sometimes the national curriculum guidelines in Japan restrains teachers from being innovative. So far I addressed some factors about the Japanese education system in general. Next, I will address the state of English education in Japan.

2.2.2. Possible obstacles when implementing TBLT in Japan

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) proposed a curricular change in the Course of Study of English aimed at promoting oral communications as the primary goal for English education (the first revision toward this aim was in 1989). It went into effect 1993 (in junior high schools) and 1994 (in high schools). After the revision, the curricular change took place in 1999, 2008, 2011, and 2018. Regardless of the number of curricular changes, some researchers have pointed out that the traditional English teaching approaches in Japan still remains in classrooms. As a result, English classes have not given enough opportunities to use communicative English to learners and that has led to a lack of

communicative competence of Japanese learners (Harada & Hoshino, 2006). Other researchers claimed that there are a number of constraints preventing Japanese teachers of English from making their English classrooms communicative even though MEXT has been requiring this since the curricular change of 1989. Some of the constraints are the existence of high school and university entrance exams (Kikuchi & Browne, 2009), and the control of the Course of Study and the designated textbooks as I mentioned above. Others are lack of collegiality caused by different educational values held by teachers, class sizes with an upper limit of 40 students, and unreadiness of teachers to prompt learners' autonomy (Nakata, 2011). Additionally, Sakai and Kikuchi (2009) point out that English classes that are geared toward the translations of contents in the textbooks to prepare for the entrance exams are demotivating for students. These are the some of the reasons that prevent Japanese teachers of English from trying new methods such as TBLT.

There is another systemic factor that has served to confuse the efforts of teachers. That is the English-only approach prescribed by the curricular change (since 2008 for high schools and from 2020 for junior high schools). This seems to be related to Krashen's input hypothesis (1982) that claims language acquisition happens when learners receive comprehensible input. As Swain argues, input is not the only central mechanism for language acquisition. Other researchers point out that the approach hinders teachers being motivating and comfortable about teaching (McMillan & Rivers, 2001). There are some teachers using English in class not knowing the primary goal is to have students to use L2, and other teachers who do not use English because they worry about their English proficiency. However, they have to strictly follow Course of Study which states "English subjects, classes, in principle, should be conducted in English ... in accordance with the students' level of comprehension" (MEXT, 2008). Most of

the English teachers in Japan are aware of the true meaning of the description in Course of Study and they are struggling with this approach.

Some ideologies and biased views exist other than the Course of Study. Yamada (2010) found that there are biased views in the textbooks that are approved by the government. According to her study, the coverage of countries in the textbook mainly represents North America, which is one of the most dominant English spoken areas. Kubota (2002) also points out that current English education in Japan is geared toward to learning the language of middle class North Americans or English persons.

Yamada (2010) also found an increase in the coverage of Japan's own culture. Butler and Iino (2005) argue that this is part of a new cultural nationalism that would result in pursuing pure Japanese language and culture. However, Gilimore (2007) points out teaching L1 culture through the L2 could cultivate learners' attitude that they should take only what they need, and that leads them to become patriots.

However, there are bright spots in English education in Japan even though it seems the education environment contains systematic limitations. One is that students' attitudes are overall favorable about their teachers' competence and teaching styles (Sakai & Kikuchi, 2009). In my research, one English teacher and 41 third grade high school students (17 to 18 years old) participated. They seemed positive about participating in the study and engaged in the lessons in a very lively mood regardless of all the constraints mentioned so far. In this study, the number of participants was very small. However, it is very important to understand the participants, especially the students. In the next section, I will address some findings about Japanese learning culture.

2.2.3. Consideration of Japanese learning culture on implementing TBLT

A number of researchers have shown that TBLT enhances learners' language development by engaging in tasks and even cultivating language instructors' positive attitude to teaching (Bao & Du, 2015; Calvert & Sheen, 2015, van de Guchte, Braaksma, Rijlaarsdam, & Bimmel, 2016). However, other research showed that TBLT does not fit in every teaching context. For example, Burrows (2008) pointed out that some learners are accustomed to learning styles that are very different from the principles of TBLT and they prefer to interact with teachers so that they can receive correction and confirmation. In Bao and Du's research (2015) conducted in a university in Denmark, they found some learners expected the need of teacher-fronted class because they wanted the teacher's correction and written down grammar rules. In addition to learners, some teachers and school administrators are concerned with adopting TBLT in their classes and syllabi since they are under pressure to complete all the content in the textbooks and prepare for exams (Mustafa, 2010). As Sullivan (2000) points out, the values that underlie the practice of communicative language teaching are Anglocentric and it is necessary to look at the actual social settings in which individuals exist. Now, I will address the characteristics of Japanese learners.

Yamazaki's study shows (2005) that Japanese learners possess a shame culture, in which people are afraid making mistakes in front of other people, and tend to avoid uncertainty until "they acquire knowledge and information enough to reduce and resolve unclear and unstructured situations" (p. 527). 'Shame' in the shame culture originates in an individual's strong awareness of the outside world (Doi, 1979) and people who have shame culture depend on how other people see them and are sensitive to people's feelings and values (Yamazaki, 2005). Also, there is another study that shows that Japanese learners use metacognitive strategies to plan and

monitor learning (i.e. try to find out how to be a better learner of English, and look for opportunities to read as much as possible in English) the most, and they do not use affective strategies to control emotions and motivation (i.e. write down my feelings in a language learning diary, and encourage myself to speak English even when I am afraid of making a mistake) compared to other Asian learners (Hong-Nam & Leavell, 2006). The literature suggests that Japanese learners view it as more important to be accurate than to be fluent in language learning and they will have hard time dealing with making mistakes in front of people. As such, they motivate themselves to pursue language learning based on this view. This characteristics of Japanese learners contradicts the central idea of TBLT which encourages learners to focus on conveying meaning at first (fluency) and focus on form afterward (accuracy). In addition, the procedure of TBLT differs from the traditional teaching methods that were dominant in the field of English education in Japan such as PPP and Audio-lingual method.

However, as Ellis (2009) argues, even in a teaching context that has a history geared toward the traditional method that is radically different from TBLT, it can adjust its property to fit in the local context. He also claimed that TBLT does not have to be the main medium of the lesson but complementary to the traditional teaching. His statement and perspective is something that encourages language instructors in Asian countries. His research thus became one of this study's primary resources. With this research as a basis, this study seeks to shed light on the possibilities for TBLT in the English education system in Japan.

2.3. Research Questions

This paper, therefore, investigates the following questions: 1) How does a Japanese high school teacher of English respond to a TBLT lesson?; 2) How do Japanese high school students

who are learning English respond to a TBLT lesson?; 3) How does participating in TBLT impact students' language development? The findings of this study can inform us answer the research questions. The next chapter will describe the methodology of this study to answer the research questions mentioned above.

Chapter 3 Methodology

This chapter presents the methodology used to examine the response of a Japanese high school teacher of English and his students to a TBLT lesson, and students' language development in a TBLT lesson. I was fortunate to be able to work with one of my colleagues and conduct this collaborative teacher action research study in his classroom. This study employs multiple data sources: interviews, class observations, pre-test and post-test, and surveys. The following sections explain the methods of the data collection in order to answer the research questions of this study.

3.1. Study Design

The goal of this research is to examine 1) the response of a Japanese high school teacher of English to a TBLT lesson, 2) the response of Japanese high school students to a TBLT lesson, and 3) students' language development in a TBLT lesson. This collaborative teacher action research employs a mixed methodology using both qualitative and quantitative data. The data were collected in multiple ways: class observations, interviews, pre-test and post-test, and surveys. Test scores were compared using inferential statistics (*t*-test). Interviews were coded to identify emerging themes and observational data was analyzed to find students' response to a TBLT lesson.

In this study, most of the data were collected and analyzed qualitatively (class observations, interviews and surveys) in order to present a more detailed picture of how the teacher and students respond to a TBLT lesson. According to Mackey and Gass (2005), qualitative research briefly refers to "research that is based on descriptive data that does not

make (regular) use of statistical procedures” (p. 162). Conducting interviews allowed me to investigate phenomena that are not captured directly. Also, employing semi-structured interviews enabled me to elicit additional data other than the answers to the written list of questions. However, as Mackey and Gass (2005) points out, it should be noted that the relationship between the teacher and I may have impacted what he said (discussed more in 3.3. Participants). Another qualitative data collecting technique in this study is class observations. That enabled me to provide more detailed analysis of actions and responses of the students in the classroom. One camera was placed in the corner of the classroom to capture students’ overall response and I held another camera to capture the close-up response of the students. This enabled me to capture the students’ language use and their engagement in greater depth. Videotaping and audio recording the classes might have made the students perform better because they felt the positive feeling that they were in a study. However, by the time they finished the last lesson of a series of the TBLT lessons, they were used to the presence of the cameras and me because the class observations were conducted for 6 days in total. This minimized the effect of the students’ feeling awkward. Surveys also enabled me to capture the students’ responses that were not shown in the video recordings. All the questions in the surveys are open-ended allowing the students to express their opinions in their own voice.

The data obtained from the pre-test and post-test were analyzed quantitatively. Mackey and Gass (2005) note that quantitative research usually begins with “an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out” (p. 2). Thus, the pre-test and post-test conducted in the study meet the criteria of quantitative research in terms of comparing the scores before and after the series of TBLT lessons. Also, by conducting pre-test and post-test, I was able to measure the immediate effect of

the TBLT lesson. Comparing the results of the two tests showed to what extent the TBLT lesson resulted in learning. The results of the two tests were compared using inferential statistics (*t*-test). A *t*-test answers the question whether a treatment has an impact on the group. In this pre-test/post-test situation, it is appropriate to use a paired *t*-test. The result of the paired *t*-test showed whether the difference in a person's performance before and after the treatment was caused by a chance or the treatment. In addition, by employing inferential statistics, the findings of this study provided the generalization to the other similar teaching context and learners in order to help teachers who are trying to adapt TBLT in Japan.

By combining these three techniques, that is, the methodological triangulation helped establishing reliability and validity. A study with trustworthy reliability will provide other researchers with the expectation to seek similar findings for their similar teaching contexts. Also, firm validity helps to address that the findings represent what the research questions are trying to answer. Combining multiple techniques to collect data provides more adequate support to the data and it helps reduce researcher's bias. Mackey and Gass (2005) note that obtaining data with multiple and independent methods in a single investigation will lead the same research findings and more support to the study will consolidate its conclusion.

In order to conduct this study, I worked with a high school teacher of English in Japan. At first, I observed his traditional English teaching classes (not TBLT lessons) and suggested some changes he and I could make to create a TBLT lesson together. After a few class observations and meetings, he and I created a TBLT lesson and he implemented it in his class. This research was conducted within the framework of collaborative teacher action research. According to Mills (2018), action research is “any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning

environment to gather information about how their particular schools operate, how they teach, and how well their students learn” (p. 10). Also Mills states the goal of action research is to gain better insight of the situation and bring improvement to the school environment and better learning outcome to students. Mills emphasizes action research is “research done by teachers for themselves” (p.10). Action research helps teachers to develop their “professional disposition” (Mills, 2018, p.17). Richards states (2003), in action research, there is a typical cycle of activities (planning → acting and observing → reflecting → planning, etc.). By employing the cycle, teachers are able to gain deeper understanding of the practice and bring changes in their working practices and “explore the *emancipatory* potential of their activities” (Richards, 2003, P. 25). Mr. Tanaka and I created a TBLT lesson and implemented it after I observed his traditional teaching classes. The procedure (observing → planning → reflecting and acting) follows the cycle that Richards (2003) suggests. This cycle could be even repeated when Mr. Tanaka develops more TBLT lessons on his own. As Richards (2003) proposed that the “empowerment” (p. 25) is the outcome of action research, the outcome of this study will give the teacher motivation and capabilities to keep reflecting on and improving his teaching. Also Mills (2018) states that action research encourages teachers to be continuous learners and it is a good opportunity to model for their students to show how knowledge is created.

By these definitions, this study is considered teacher action research. Also, I would say the procedure of this study was very natural for all the participants including me since this study was conducted in Japan where lesson study is a common practice among teachers in Japan. As well as action research, teachers engage in observing and discussing model lessons in order to improve their teaching and students’ learning (Fernandez & Yoshida, 2004). The concepts of action research and lesson study somewhat parallel each other. Also, lesson study has been

around in the Japanese education system for long time. So the teacher had a lot of experiences of observing lessons taught by other teachers and being observed as a model teacher along with the group discussions conducted after the lessons. The students also had a lot of experiences being in the lessons being observed by a number of teachers. Thus, it was very natural for this study to be in the shape of collaborative teacher action research.

3.2. Setting

This study was conducted in Forest High School (pseudonym), Japan. This site was chosen because an English teacher teaching there willingly agreed to participate in this study. The Forest Town (pseudonym) where the high school is located has two elementary schools, two junior high schools, and one high school. The town borders the ocean and fishing is a major industry of the town. Forest Town is 160 miles away from the largest city in the prefecture and is located next to a town which is visited by a number of visitors from a major English speaking countries who come to enjoy the nature and recreation of the area. There are a number of foreigners who stay for a long period time in the area. However, there are few tourists who visit Forest Town.

Forest High School began as Forest Occupational Girl's School in the early 1900s. After a few consolidations, Forest High School was established by the prefectural government after WWII ended. At the time of the study (2016), there were about 480 students in the school across three grades equivalent to the sophomore, junior, and senior years in American high schools.

3.3. Participants

The participants were one English teacher of Forest High School and 41 students in one of the classes that the teacher taught. The teacher, Mr. Tanaka (pseudonym), began teaching English at the high school level in 2008 and was transferred to Forest High School in 2012. His L1 is Japanese and he has an advanced level of English proficiency. At the time of the study (2016), he was 31 years old with eight years of experience teaching English. It was his fourth year teaching at Forest High School.

It should be noted that the reason why he agreed to participate in this study is that he and I have had a strong friendship since studying together in the same college as undergraduates. Since then, we have kept in touch and discussed the future of English education in Japan. In that respect, our positionality (Herr & Anderson, 2014) is complex as friends, colleagues, researchers, and teachers in this study. In Japan, the age difference in relationships is very important. If one is older or younger, this affects the power dynamics of a relationship. In the case of Mr. Tanaka and myself, our hierarchical positionality (Anderson & Jones, 2000) is nearly the same in terms of both age, career status, and our educational experience, having entered and graduated from college together. Also, even though Mr. Tanaka and I were good friends, I was an outsider researcher who initiated the study and he was an insider at the moment of the study. Herr and Anderson (2014) mention that each dimension of researchers' positionality is inseparable from the construction of the reality we capture in our research. They also suggest researchers should "interrogate our multiple positionalities in relationship to the question under study" (p. 44). However, since Mr. Tanaka and I underwent had a shared experience and history of aspiring to becoming English teachers, I was able to conduct this research more naturally.

The study was conducted during regular class time in a course called English Communication III taught by Mr. Tanaka. The objective of the class is “to enhance students’ abilities such as accurately understanding and appropriately conveying information, ideas, etc., and enable them to use such abilities in their social lives, while fostering a positive attitude toward communication through the English language” (MEXT, 2009). The class met four times a week with class periods of 50 minutes. The designated textbook for the course was *Grove English Communication III* (Kuramochi et al., 2014).

There were 41 students (10 male and 31 female students), ages 17 to 18, in the class that Mr. Tanaka chose. They had started learning English formally from the first year of junior high school when they were 12 years old. They were all native speakers of Japanese and they had a low-intermediate level of English proficiency. There was one student who had a parent who spoke another language other than Japanese. In general, most of the students had very little opportunity to use of English outside the classroom.

3.4. Data Collection Procedures

I employed mixed methodologies to collect data in both qualitative and quantitative.

The data were collected as illustrated in Table 3.

Table 3. Data Collection Timeline

	Data Collected		Date and Time	Data to Collect	Analysis
I	Class observation (traditional)	Whole-class video recording and close-up video recording	August 23, 24, 25 Over 3 class periods	Ss’ response and language development Comparison with TBLT	Thematic analysis

II	Pre-interviews (teacher)	Semi-structured	August 26, 29, September 5, 8	T's response	Thematic analysis
III	Pre-test and survey (students)	Grammar production test open-ended survey	September 8	Ss' response and language development	Descriptive statistics
IV	Class observation (TBLT)	Whole-class video recording and close-up video recording	September 9, 12, 13 Over 3 class periods	Ss' response and language development	Thematic analysis
V	Post-test and survey (students)	Same as pre-test and survey	September 14	Ss' response and language development	Descriptive statistics
VI	Post-interview (teacher)	Semi-structured	September 14 An hour	T's response	Thematic analysis

The class observations of Mr. Tanaka's traditional teaching were conducted on August 23, 24, and 25 in 2016. Next, the pre-interviews that includes TBLT lesson planning with Mr. Tanaka (see Appendix B) were conducted on August 26, 29, September 5, and 8. The pre-test and pre-survey were conducted with the students (see Appendix C) on September 8. After that, the TBLT implementation and I observed the classes on September 9, 12, and 13. The next day, the post-test and post-survey for students were conducted on September 14. The data collection concluded with a post-interview with Mr. Tanaka (see Appendix B) on September 14.

In this study, the data were collected both qualitatively and quantitatively as shown above. The quantitative data consists of only pre-test and post-test since I put more focus on the impact that TBLT gave to students and the teacher, that were measured qualitatively through the interviews and class observations. In the section below, I will illustrate each method more fully.

3.4.1. Interviews

In order to investigate teacher's response to TBLT lesson, pre-interviews and post-interview were conducted (to see the length of the interviews, see Table 4). All the interviews were audio recorded and transcribed.

The pre-interviews were conducted over four days and the post-interview was conducted for only one day. Mr. Tanaka and I met at the conference room in Forest High School after school for the interviews. All of the interviews were conducted in Japanese.

The pre-interview included TBLT lesson planning. The TBLT lesson planning began with presenting the idea and examples of TBLT to Mr. Tanaka. Also, we talked about Mr. Tanaka's traditional teaching and his teaching philosophy to create the basis of the TBLT lessons that we attempted to create. After creating the TBLT lesson, a semi-structured pre-interview was conducted (see Appendix B).

After finishing the TBLT implementation, a post-interview was conducted. It was a semi-structured interview and took one day. It was open-ended in most cases and Mr. Tanaka spoke about his views regarding TBLT lessons.

Table 4. Length of Teacher Interviews

Date	Length
August 26, 2016	66 minutes
August 29, 2016	82 minutes
September 5, 2016	50 minutes
September 8, 2016	40 minutes
September 14, 2016	33 minutes
TOTAL length in minutes	271 minutes
Average length in minutes	54.2 minutes

3.4.2. Pre-test, post-test and surveys

In order to investigate students' response to TBLT and their language development, pre-test, post-test, and surveys were conducted. The instruction of the pre-test and post-test and the questions of the surveys were written in Japanese.

The pre-test (Appendix C) was conducted on the target form, "as adjective/adverb as", in the TBLT lesson. It also included the pre-survey to ask students about English learning in general such as favorite activities they prefer in English classes. The survey contained two open-ended questions. The pre-test and the pre-survey was combined in one paper as a matter of convenience. It took 15 minutes to finish both the pre-test and the survey.

The questions in the post-test are similar to the ones in the pre-test. The post-test also had a post-survey that asked students' response to TBLT lessons. The post-survey also contained two open-ended questions. The post-test and the post-survey were conducted in the same manner as the pre-test and survey and took 15 minutes to administer.

The pre and post-test and surveys were conducted without this researcher present. Mr. Tanaka was present for students and he helped them with any questions. The pre and post-test and surveys were simple and straightforward. The only question students asked was about the image on the test (such as “What is this fruit in this picture?”).

3.4.3. Classroom observations

In order to make a comparison on students’ engagement and their language use between a TBLT lesson and non-TBLT lesson, class observations were conducted in Mr. Tanaka’s traditional teaching before TBLT implementation. These observations took place over three class periods in which he taught Lesson 13-1 “Earth Hour” from the designated textbook *Grove English Course III* (Kuramochi et al., 2014). The classes were videotaped with two video cameras. One video camera was located in the front corner of the classroom. I held another video camera in my hand and walked around the classroom to record students’ engagement more closely.

The TBLT classroom observation was conducted over three class periods as well. Mr. Tanaka taught Lesson 14-1 “The Rose Valley” from *Grove English Course III* (Kuramochi et al., 2014). The classes were videotaped in the same manner as the observations of the traditional teaching.

3.5. Analytic Framework

In this study, four types of data (interviews, class observations, pre-test and post-test, surveys) were collected and analyzed. The interviews with Mr. Tanaka were transcribed and coded in order to make the data more manageable and identify his response to TBLT lessons.

Also, the pre-interviews included the TBLT lesson planning were also included in the analysis. The process of coding involved examining the data for emergent patterns and themes that are related to the teacher's response to TBLT lessons. The patterns and themes that emerged from the data were categorized into three different groups (positive, mixed, and negative feelings to TBLT). Then, I assigned codes to each statement that the teacher made. I employed this process of coding that was illustrated by Mackey and Gass (2005) as an example of coding qualitative data. The findings are discussed in Chapter 4 and it clarifies the teacher's response to TBLT. The data of both videotape recordings (a classroom corner camera and a close-up camera) from class observations were transcribed and analyzed. Those findings are discussed in Chapter 5. They help to understand students' engagement in each class and make connections with pre and post-tests and surveys. The scores on the pre and post-test were compared to analyze students' language outcomes. In order to analyze the results of the pre and post-test, *t*-test was conducted. It helps answers the question whether a treatment has an impact and tells the impact was caused by coincidence or by the instructional treatment. The items in the tests focus on the grammar focus, "as adjective/adverb as." The findings of the tests serve to assess the students' language development. The answers on the surveys also serve to indicate the students' response to TBLT lessons.

This study was conducted with the method of action research. However, by trying to establish varied perspectives on the situation with different techniques (interviews, class observations, pre and post-test, and survey), it is possible to avoid to establish a one-sided view (Richards, 2003). Thus, this study design gives us rich understandings of the situation.

3.6. TBLT Lesson Plans for Forest High School

So far I illustrated the methodology of the study including study design, setting, participants, data collection procedures, and analytic framework. Mr. Tanaka and I created a series of TBLT lesson plans together in the four pre-interviews. Before we move on to the more detailed analysis of the data, we should look at the big picture of the lesson plans that we created (Table 5). More detailed description about the lesson plans and the rationales for the decision making on the lesson plans will be discussed in the later chapters. These lesson plans are included below to shine light on the broader efforts of this research.

Table 5. TBLT Lesson Plans for Forest High School

English Lesson Plan (1/3)

Date: 3rd period (10:30~11:20), Friday, September 9th, 2016

Class: 3-2, 41 students (10 boys 31 girls), Forest High School

Instructor: Kazuo Tanaka

Textbook: Grove English Communication III Lesson 14 The Rose Valley, Section 1

Aims of this lesson: To read the dialogue and understand the content roughly

Objectives: To be able to read the passage aloud, understand Bulgaria's special product, and answer some questions about the dialogue.

Teaching procedure:

Process	○Items ●Students' Activities	□Teacher assist ◆Comments * Evaluation
Greeting 10:30-10:33	○Warming up, greeting ●Answer teacher's questions	□ Ask questions such as "How are you?"
STEP 1 Listening 10:33-10:45	○Start reading the dialogue ●Listen to the recording of the dialogue and answer some questions about it.	□ Ask questions 1. Which country is this text talking about? 2. What kind of flower do they cultivate? 3. What do they make from the flowers?
Introduction 10:45-11:00	○Priming – introduce important vocabulary and the form "as ~ as" ●Brainstorm about Bulgaria and answer teacher's questions ●Notice that "as ~ as" means the same as "the same as ~" and "as ~ as" is salient	□ "Today, let's learn about Bulgaria." □ "Where is Bulgaria?" "What comes to your mind when you hear Bulgaria?" "Have you ever heard of the word, the liquid gold?" ◆Show a map and pictures of Bulgaria. □ "The land of Bulgaria is about the same size as Hokkaido. Bulgaria is as big as Hokkaido." "The population of Bulgaria is as large as the population of Saitama." "Bulgaria's yearly average temperature is about the same as Hokkaido. Bulgaria is as cool as Hokkaido." "The weather is perfect to grow roses. What else do roses need to grow?" □ Prime the form "as ~as" as well as "the same as" just in case students are more familiar to "the same as"

	<ul style="list-style-type: none"> ○Reading the dialogue aloud ●Repeat after the teacher. 	* Check students' participation
STEP 2 Vocabulary 11:00-11:20	<ul style="list-style-type: none"> ●Practice pronunciation of the new vocabulary after the teacher. Write down the meanings of the new words on the handout. Practice in pairs if there is time left. 	<ul style="list-style-type: none"> □ Read the textbook aloud and show the flashcards. Includes "as ~as."

The Dialogue in the Textbook

The Rose Valley

Section 1

The Rose Valley is a region around the cities of Kazanlak and Karlovo, located 30 miles apart, in central Bulgaria. Here world-famous Bulgarian roses are cultivated to make essential oil. The mild climate – particularly the spring weather, with its frequent rainfalls, soft sunshine, humid winds and cool nights – provides the perfect conditions for their special roses, which have properties different from those cultivated anywhere else.

The season for picking roses starts in the second half of May and ends around mid-June. During this time, the whole valley smells of roses. The flowers are gathered early in the morning while the morning dew is still on them. People pick the flowers off by holding the petals with three fingers and gently lifting them up. Later in the day, the oil contained in the flowers will lose its delicate aroma. So the petals are transported to the distilleries as quickly as possible.

Section 2

Bulgaria's tradition of producing high-quality rose oil, which is a source of national pride for the country, dates back to the 17th century. The original roses were brought from Persia to Bulgaria by the soldiers of Alexander the Great, long before distillation first started. Unique Bulgarian technologies for oil distillation have been developed over many years to ensure the world's best quality.

The rose oil called "the liquid gold" of Bulgaria, because it's a precious product, used mainly to make perfumes, cosmetics, chocolates and jam. At this time, the oil is three times as expensive as solid gold. As many as 1,300 rose flowers are needed to produce just 1 gram of oil.

The Rose Festival takes place during the first week of June. One of the festival's traditions is a rose-gathering ritual performed by people dressed in traditional costumes. Folk dancers, singers and musicians march along in the Parade of Roses, celebrating the rose harvest.

English Lesson Plan (2/3)

Date: 2nd period (9:30~10:20), Monday, September 12th, 2016

Class: 3-2, 41 students (10 boys 31 girls), Forest High School

Instructor: Kazuo Tanaka

Textbook: Grove English Communication III Lesson 14 The Rose Valley, Section 1

Aim of this period: To understand the dialogue

Objectives: To be able to answer some questions about the dialogue and explain the content of the dialogue

Teaching procedure:

Process	○Items ●Students' Activities	□Teacher assist ◆Comments * Evaluation
Greeting 11:30-11:33	○Warming up, greeting ●Answer teacher's questions	□ Ask questions such as "How are you?"
STEP 3 Comprehension check 11:33-12:10	○Review ●Chorus reading of the dialogue and practice the new vocabulary ○Comprehension check ●Answer the questions about the dialogue ○Reproduction ●Look at a map or pictures on the blackboard, and explain the dialogue ●Some students present in front of the class	□ Give students questions with important keywords and expressions 1. What is the region around Kazanlak and Karlovo famous for? 2. Why is this region perfect for cultivating roses? 3. When is the season for picking roses? 4. Why do they pick the flowers in the morning? * Check students' comprehension □ Walk around the classroom and help students. * Check students' comprehension and work
Priming and closing 12:10-12:20	○Scaffolding Explain about the task. Each student picks a card of a country or a region. Listen to a model presentation. ●First, just listen. After the first time, try to catch the meaning and useful expressions	□ Give a model presentation about Bulgaria. Compare it to Japan using "as (adjective/adverb) as." □After listening to it for the first time, "Now, let's listen to it again. This time, try to catch useful expressions." □ Write down useful expression for the presentation such as "I'm going to talk about ~," "This country is located in ~" and so on. □ Encourage students to use these expressions

Material

i) Model Presentation (Yoshie)

Today, I'm going to talk about Bulgaria. Bulgaria is a country in Europe and its capital city is Sofia. The land of Bulgaria is as large as Hokkaido. The population is about 7.2 million. Their special product is a rose. The oil from the roses could be more expensive than solid gold. Do you have any questions?

ii) Country (Region) cards

Alaska

Population: 736,732
Land Area: 1,717,854 km²
Average Temperature:
Summer 17C (Aug)
Winter -13C (Feb)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

Vietnam

Population: 9,340,000
Land Area: 329,241 km²
Average Temperature:
Summer 32C (Aug)
Winter 14C (Feb)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

Finland

Population: 5,490,000
Land Area: 338,000 km²
Average Temperature:
Summer 29C (Aug)
Winter -6C (Feb)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

New Zealand

Population: 4,240,000
Land Area: 270,534 km²
Average Temperature:
Summer 21C (Feb)
Winter 6C (Aug)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

Brazil

Population: 200,400,000
Land Area: 8,5120,000 km²
Average Temperature:
Summer 30C (Feb)
Winter 18C (Aug)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

Czech Republic

Population: 1,0550,000
Land Area: 78,866 km²
Average Temperature:
Summer 23C (Aug)
Winter -4C (Feb)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

Cote d'Ivoire

Population: 20,600,000
Land Area: 322,436 km²
Average Temperature:
30C
(All year round)
①日本と比較してみよう
②この国（地域）の誇り
や有名なものは？

English Lesson Plan (3/3)

Date: 2nd period (9:30~10:20), Tuesday, September 13th, 2016

Class: 3-2, 41 students (10 boys 31 girls), Forest High School

Instructor: Kazuo Tanaka

Textbook: Grove English Communication III Lesson 14 The Rose Valley, Section 1

Aims of this period: To give a presentation about other country or region

Objectives: To be able to give a presentation about other country or region and compare it to Japan and understand peers' presentations

Homework due this period: Make a presentation about a country or a region that students are assigned, which includes a comparison to Japan

Teaching procedure:

Process	○Items ●Students' Activities	□Teacher assist ◆Comments * Evaluation
Greeting 11:30- 11:33	○Warming up, greeting ●Answer teacher's questions	□ Ask questions such as "How are you?" "Did you do your homework?"
Pre task 11:33- 11:45	○Review ●Chorus reading of the dialogue and practice the new vocabulary ○Introduce the aim of the period ○Scaffolding Listen to a different model presentation.	□ "Today, I want you to give a presentation about other countries or regions." □ The presentation includes a comparison to Japan. Also, it includes important expressions such as "I'm going to talk about ~," and "Do you have any questions?"
Main task 11:45- 12:15	○Group Work – students make groups of six or seven by seating arrangement ●Give a presentation to their group ○ Present in front of class ● Six representative students chosen by the teacher will present in front of class. Other students help him/her refine his/her presentations	□ Walk around the classroom and help students. * Check students' cooperation □ Help representative students
Closing 12:15- 12:20	○Focus on form (Pattern practice) ●Understand the usage of the form "as ~ as."	□ "When you compare something, you could use bigger than, or the smallest, like Mr. ~ said. Also, when the two things are close, you can say as cool as, like Ms. ~ said. Let's practice this form."

Material

Model Presentation (Mr. Tanaka)

Hi, everyone. I'm going to talk about Thailand. Thailand is located in Southeast Asia. The capital city is Thailand. The area is about 500,000 square kilometers, it's about 6 times as large as Hokkaido. About 68 million people lives in Thailand. The population of Thailand is half as large as that of Japan. They are really proud of Thai silk. Do you have any questions?

The next chapter looks closely at the data and presents the analysis of the teacher's response based on the interviews. It investigates how the teacher viewed TBLT both before and after the implementation of TBLT in his classroom.

Chapter 4 Teacher Response to TBLT Lesson

This chapter reports on the response of a Japanese high school teacher of English to a TBLT lesson by looking at the data of the interviews with the teacher. The findings address the first research question, “How does a Japanese high school teacher of English respond to a TBLT lesson?” In order to answer the question, I conducted semi-structured interviews. Four pre-interviews were conducted on August 26, 29, September 5, and 8 in 2016 and one post-interview was conducted on September 14. The TBLT lessons were implemented on September 9, 12, and 13. The pre-interviews included the conversation of the TBLT lesson planning between Mr. Tanaka and me. Each interview lasted for an hour on average and took place in a conference room in Forest High School. The interviews and the lesson planning were conducted in Japanese. In the following sections, each excerpt shows the English translation first and Mr. Tanaka’s statement follows in parentheses in Japanese.

In order to analyze the data, I transcribed all the interviews. While I read the transcription, I assigned codes to Mr. Tanaka’s statements that represented his response to TBLT. Some of the examples of the codes are, hope for TBLT, TBLT sequence, unfamiliarity with TBLT, time, lack of applicability to minor forms, and so on. These codes emerged from the interviews are also categorized into different three groups, that are positive, mixed, and negative feelings about TBLT (Table 6). In the next section, the teacher’s response to TBLT lessons is illustrated through statements in the interviews that related to his response to TBLT.

Table 6. Relationship between Each Code

	Codes		
	Positive	Mixed	Negative
Pre-interviews	Hope for TBLT	Unfamiliarity with TBLT	Uncertainty with TBLT Time Textbook Teacher's preparation Learning culture Students' preparation Students' motivation Level
Post-interview	TBLT sequence Clear learning outcome and goal		Lack of applicability to minor forms Less confident for TBLT with an unfocused task

4.1. Pre-Interview Perceptions and Resultant Lesson Plan Decisions

In this section, the teacher's perception of TBLT will be described. He showed his perception in the four pre-interviews. Each excerpt from the interviews shows its descriptive title, coding information as well as the date of the interview. It should be noted that what I call "the four pre-interviews" mainly consists of TBLT lesson planning with Mr. Tanaka. The pure "semi-structured interview" only took place in the last 20 minutes of the end of the fourth pre-interview after Mr. Tanaka and I finished creating the lesson plan. Table 7 shows the overview of the topics that Mr. Tanaka and I discussed.

Table 7. Overview of the Topics Discussed in the Pre-Interviews

Interviews and date	Topics discussed
Pre-interview 1: August 26, 2016	Q and A about Mr. Tanaka's traditional teaching lessons <ul style="list-style-type: none"> - How Mr. Tanaka uses the textbook - Students' engagement in the lessons - Mr. Tanaka's teaching philosophy Conversation about TBLT <ul style="list-style-type: none"> - Its goal and definition of a task - Concepts of focus on meaning, form, and forms TBLT lesson planning <ul style="list-style-type: none"> - Short conversation about the contents of the lesson in the textbook
Pre-interview 2: August 29, 2016	TBLT lesson planning <ul style="list-style-type: none"> - How to design the main task - How to conduct priming (including oral introduction) - How to design the worksheet - How to evaluate students' work
Pre-interview 3: September 5, 2016	TBLT lesson planning <ul style="list-style-type: none"> - Discussion about the written TBLT lesson plan - Finetuned time for each activity - Added aims of the lesson - How to make teaching materials (country/region cards)
Pre-interview 4: September 8, 2016	TBLT lesson planning <ul style="list-style-type: none"> - Checked on the worksheet for the TBLT lessons - Final check on the written TBLT lesson plan Semi-structured pre-interview

One thing I should mention here is how Mr. Tanaka learned about the concept of TBLT. As seen in Table 7, Mr. Tanaka and I had a conversation about TBLT in the first pre-interview. Until we started this research, Mr. Tanaka was not aware of the detailed concepts of TBLT. However, he was familiar with the idea of focus on meaning, so it was not hard for him to understand the connections among focus on meaning, form, and forms. Mr. Tanaka and I had the conversation about TBLT for about 30 minutes. I showed him PowerPoint slides as I talked about TBLT in order to deepen his understanding of TBLT. However, only 30 minutes of conversation about TBLT was insufficient to understand the whole concept and Mr. Tanaka had a hard time picturing the clear TBLT lesson. In the following section, I will discuss pre-perception of TBLT

that Mr. Tanaka showed in the pre-interviews and I will illustrate the lesson plan that Mr. Tanaka and I created after the four pre-interviews for Forest High School.

4.1.1. Pre-interview perceptions

During the pre-interviews, Mr. Tanaka revealed worries about TBLT lessons. As mentioned in Chapter 3, the teacher and I have unique positionalities, both being colleagues in the public school system in Japan as well as close acquaintances. In relation to my research, Mr. Tanaka stayed very helpful and cooperative. He never became negative about the research or about any suggestions I made regarding the lesson planning.

4.1.1.1. *Hope for TBLT*

Mr. Tanaka expressed his ambiguity about and uncertainty relating to TBLT especially in the pre-interviews when he was trying his best to grasp the idea of TBLT. For example:

Excerpt 1. “I think. I am motivated.” (Hope for TBLT; Pre-interview 1, 8/26/2016)

But how can I say, so, I think you can apply TBLT in many places. Yeah, there's many ways to create (TBLT lessons) without worrying about a textbook's regulation, I think. I am motivated.

(まあでも、なんつうんだろう。こう、タスクベースはね、いろんなところで使いやすい、な一
つて思うし。うん、いくらでもこの、教科書に縛られずに作る方法はあるな一つてのはちょっと
感じて。勇気が出ました。)

In this excerpt, which I initially coded as “hope for TBLT”, Mr. Tanaka was trying to be positive in order to maintain our relationship. In Excerpt 1, Mr. Tanaka mentioned he could apply TBLT in a different situation. However, the last utterance “I am motivated” sounds like he was trying to show that he was being positive even though he was not. Mr. Tanaka’s uncertainty with TBLT is further illustrated in Excerpt 2:

Excerpt 2. “Organizing is hard.” (Uncertainty about TBLT; Pre-interview 1, 8/26/2016)

I see, but how, how can I say, there's many kinds of tasks, but, organizing is hard, with having a textbook to follow.

(そうだね、いかにその、なんて言うんだろう、いろんなタスクがあるけど、組み方がこうやっぱり難しい。教科書使いながら。)

Mr. Tanaka expressed his worry about TBLT lessons by using the word “hard,” such as in “organizing is hard.” Mr. Tanaka stated this after I explained the idea of TBLT for only 30 minutes. So he seemed to have limited knowledge of TBLT and he was still uncertain about TBLT. This tells us that TBLT might be interpreted as “hard” by English teachers in Japan at first glance, before seeing an actual TBLT class being implemented.

Even the day before the first TBLT lesson, Mr. Tanaka stated his worry and uncertainty about TBLT lessons:

Excerpt 3. “We’ll never know.” (Unfamiliarity with TBLT; Pre-interview 4, 9/8/2016)

Unless we try, we'll never know.

(やってみないとね、うーん、わかんないからね。)

This statement was made right after we finished making the TBLT lesson plans in the pre-interview 4, the day before TBLT implementation. Mr. Tanaka made this statement because he was unfamiliar with the new method that he just learned. However, it also seems that he was hoping that the plans we made would go well. Mr. Tanaka also stated his worry in the same interview while looking at the whole lesson plans:

Excerpt 4. “Hardest part.” (Uncertainty about TBLT; Pre-interview 3, 9/5/2016)

But... carrying it out is the hardest part.

(ただ、実行は難しいね。なかなか。)

It seems that Mr. Tanaka did not have a complete understanding of the concept of TBLT from the short meetings he and I had before the TBLT lesson implementation. At this point, Mr. Tanaka had learned about TBLT for only a few hours. Even though Mr. Tanaka was familiar with the ideas of Long’s focus on form and focus on forms prior to this research, it was still

difficult for him to envision a totally new teaching method within a few days. It made him uncertain about TBLT and less confident about the lessons. After asking all the semi-structured interview questions, I asked Mr. Tanaka whether he had any questions about TBLT. He stated:

Excerpt 5. “I haven’t grasped the idea yet.” (Unfamiliarity with TBLT; Pre-interview 4, 9/8/2016)

Well, I haven't grasped the idea yet, so I'll ask questions once I learn about it more.
(なんかね、まだ全体像をまだ掴めてないので、勉強したら質問させてください。)

This statement shows Mr. Tanaka being unsure about TBLT. He had tried so hard to be positive and cooperative about understanding the ideas of TBLT in order to participate in the study.

However, Mr. Tanaka could not help hiding his uncertainty about TBLT.

These excerpts show Mr. Tanaka’s anxiety corresponded with a willingness to give TBLT a try. It seems that this was at least partially because it was not easy for him to understand the whole idea of TBLT after a few hours of conversation about the method and it led him to be unsure about the TBLT lessons we made.

4.1.1.2. Uncertainty with TBLT

Also, not understanding the idea of TBLT was not the only trigger of his concern. In the teacher interviews, tension between an ideal class that Mr. Tanaka hoped to create and the reality was revealed as he mentioned some obstacles that hinder the adoption of TBLT in an English class in a high school in Japan. For example, the first obstacle Mr. Tanaka mentioned was “textbook” as in Excerpt 1. In the next section, a few more obstacles (time and teacher’s preparation) that existed in Mr. Tanaka’s class and the tension created by the obstacles will be discussed.

As mentioned above, Mr. Tanaka was very positive about participating in the research and did his best to adopt a new teaching method. However, Mr. Tanaka expressed his concerns about implementing TBLT in his class several times in the interviews.

The first concern was about the requirement of using a designated textbook. As mentioned in the last section, Mr. Tanaka mentioned about the textbook use in Excerpt 1 such as “there’s many ways to create (TBLT lessons) without worrying about a textbook's control.” Also, in Excerpt 2, Mr. Tanaka stated “organizing is hard, with having a textbook to follow.” At this point, Mr. Tanaka seemed to understand TBLT as strong CLT so that the outcome of the classes will not follow the lessons in the textbook which are supposed to be taught. Thus, in both statements, Mr. Tanaka expressed the tension between ideal TBLT lessons and the practical lessons in his class.

Also, it seemed there was an overarching concern that Mr. Tanaka had: not being able to control students’ production during performance of a task:

Excerpt 6. “It’s hard to control.” (Uncertainty about TBLT; Pre-interview 2, 8/29/2016)

That would be great if they get to the point (that they can create imaginary countries and present them) it's hard to control though. You can't really predict what will come.
(そこまでできたら最高だね。...コントロールはしばらくいけど、何でてくるかわかんないから。)

Mr. Tanaka used the word “control” in the Japanese transcription as Japanese speakers use it as a loan word “コントロール/*kontororu*.” Under the circumstance, the word “control” means what Ellis (2009) describes a practice that teachers should avoid. Ellis (2009) argues that some teachers try to control learner’s language so that teachers can avoid dealing with unexpected language production, that is usually an error or sometimes a correct form. Other researchers also show that it is inadequate for learners to acquire a second language if there is an extreme control by teachers (Long, 2000; Ellis, 2003; Willis & Willis, 2013). However, what Mr. Tanaka means

“control” includes how to check each student’s language production in a limited class period.

Again, the class has 41 students and there was only 30 minutes to spare for all student to present. Even though Mr. Tanaka was familiar with the ideas of meaning-focused lessons, the idea of the task here (students create imaginary countries and present) seemed somewhat overboard and hard to manage and control within a limited time.

As for the limited class time, Mr. Tanaka also stated the tension between an ideal class and the reality as follows. While Mr. Tanaka and I were making lesson plans together, we had to keep in mind the time that we can spend on each activity. Mr. Tanaka would normally use three class periods to teach one lesson from the textbook. The three class periods include not only the task sequence (pre-task, main task, post task) but vocabulary check, reading the text in the book, etc. Since we had to cover all the content in the textbook, there was only a limited time to spend on a main task (30 minutes). I call the lessons we were planning task-supported language teaching (Ellis, 2003) in a sense that the task is embedded in Mr. Tanaka’s traditional teaching. Therefore, we had to plan a main task with balancing out the time in the class and amount of work the students could do within the time window:

Excerpt 7. “We have to do within these class periods.” (Time; Pre-interview 2, 8/29/2016)

I would, I would give (countries to them to present). If we have to do within these class periods, it's hard to assign them “research learning.” so, it's going to be like, communicate with each other using pre-made material such as information gap.

(あー、与える与える。このコマ数でやるとしたらね、調べ学習ちょっと厳しいと思うので、ま、もともとあるインフォギャップの教材でコミュニケーションするぐらいまでって感じはする。)

As seen in Excerpt 7, as long as there is a curriculum to follow so that the students can learn what they need to know to graduate or pass the entrance exams for a college, Mr. Tanaka had to think about what he can do within the limited time. Also, having 41 students in the class makes it difficult to plan lessons in terms of giving each student opportunities to talk in front of the class:

Excerpt 8. “There’s not enough time for everyone.” (Time; Pre-interview 2, 8/29/2016)

Yeah, one student, I always wondered, choosing one presenter, the system only allows one student to use English. But there's not enough time for everyone to present. If I am going to spend one class period on Step 4 (main task and post task), I should do that (choose group work).

(そうだね。一人、いつも悩んでんだよね、一人プレゼンター選んでんだけど、結局一人しか英語使わないから、そのシステム。だからと言って全員そろそろ出てきて喋るっていう時間もない。ステップ4で一時間使うんだったらそのぐらいやってもいいかもしれない。)

Having each student present their language production individually is extremely difficult when there are 41 students in one class. Again, there was only 30 minutes for the main task Mr. Tanaka and I planned. In the time window, the best we could do was to choose group work (each student presents at least once in their group) so that they get at least one opportunity to show their language production. In addition, presenting in a small group is a good springboard to present in a bigger group, which one student from each group did after the group work.

Another thing Mr. Tanaka found hard was his own preparation for the lessons. We began the lesson planning by brainstorming a number of ideas from scratch in order to construct a main task. Once we determined one idea, which was to assign a country/region to each student and they give a presentation about it, we picked countries and collected some information about them. Then, we printed the information on paper and cut it into small pieces for students to pick. I did the most of the work for him since I had more time to do the preparation for the class. However, Mr. Tanaka imagined when he would teach with TBLT by himself and he stated:

Excerpt 9. “There’s a lot to prepare.” (Teacher’s preparation; Post-interview, 9/14/2016)

Problem, hmm, I don’t know if it’s a problem or not, but, there’s a lot to prepare……
Yeah, the part you come up with ideas (for a main task).

(問題は、それが問題になるかどうかはわかんないんだけど、まあ、準備たいへんだよね。…その、アイデアの部分だね。)

Mr. Tanaka mentioned that coming up with the idea is the hardest part. As well as the mental work, he mentioned there is a lot of preparation of physical work such as researching foreign

countries for a main task and printing the information on paper etc. The reason why Mr. Tanaka mentioned his own work is, in Japan, teaching is not the only responsibility for teachers. Their responsibilities include coaching a sports team after school, helping students apply high schools/colleges, visiting students' home for counseling after school, etc. Teaching should be their main responsibility, however sometimes teachers cannot focus on teaching due to other responsibilities that they are in charge of.

4.1.1.3. Japanese education system

In addition to the interviews bringing the obstacles Mr. Tanaka faced to light, his participation also illustrated some fundamental facts that underlie the education system in Japan. First, Mr. Tanaka described the characteristics of the learners:

Excerpt 10. “Students’ expectation.” (Learning culture; Pre-interview 4, 9/8/2016)

Right, also, students’ expectation is already made up. They feel worried if they don’t get a form first, or, when they are reading a long passage, they give up if they don’t have the translation of the whole meaning. When I started teaching them, I would have not given them translation, but after a while, they were like, we can’t read without translation.

(そうだね、し、やっぱり、生徒のマインドが結構固まってるから、うん、先にフォームをもらえないと、不安でしょうがないとか。長文読んでも、日本語訳がないと絶対無理。最初訳あげてなかったんだけど、あまりにも訳ないと無理ですみたいな。)

This contradicts the idea of focus on form that is central to TBLT. According to the teacher, his students prefer to be given a target form for the lesson in order to use the form later on. This coincides with research done in different parts of the world (Bao & Du, 2015; Burrow, 2007; Mustafa, 2010). Also, the teacher’s statement about the student preference for being given a target form with a goal of accuracy rather than fluency parallels the findings of Yamazaki’s study about the learning culture of Japanese learners (2005). Mr. Tanaka stated the reason why the students put a focus on a form rather than meaning:

Excerpt 11. “The system has been already established.” (Learning culture; Pre-interview 4, 9/8/2016)

Well, it's no one's fault. The system has been already established so we can't do anything about it.

(まあ、ね、誰が悪いってことじゃないんだけど、そういうシステムが出来上がってるから仕方がない)

The teacher used the word “system” to mention the students' expectation of learning in schools and it also refers the whole Japanese society:

Excerpt 12. “The supremacy of the test” (Learning culture; Pre-interview 4, 9/8/2016)

I think the supremacy of the test is worst. It's getting broad but the whole Japanese society is like that. Doing what you're told to do by your boss is the best thing you can do. People used to be like that. During the economic growth period back in 50-70s, that was fine. By doing tasks given by others, you could achieve business, but, the time has changed. How can I say, people who can create one from zero are better, well, only doing what you are told to do doesn't solve everything. Yeah, so in that regard, the whole society has to change. So does education. The topic got just broad.

(いややっぱりテスト至上主義が一番悪いと思う。し、なんか、もうすごいでかい話になるけど、やっぱり日本社会がそうなってると思うんだよね。なんか上司に言われたことを正しくこなすことが、至上主義として今までそういう社会でやってきたから、だから高度経済成長期はそれで良かったと思うんだ、与えられた仕事をこなしていけば、業績が伸びてくんだけど、やっぱり時代が変わったじゃないですか、なんかこう、0から1を生み出せる人の方が、人がさ、なんか、言われたことをただやってるだけじゃ、うまくいかないことだっていっぱいあるじゃん。うん、だからそういうところで社会の転換が必要だし、ひいては教育の転換も必要かなと、すごいでかい話になるけど。)

The teacher mentioned that the situation of current education has to change over time. This is what the Course of Study aims for. However, it seems that there is a lot of obstacles as mentioned above for the Japanese education system to follow the latest Course of Study.

As discussed above, conducting collaborative teacher action research in which a researcher joins a classroom and asks the classroom teacher to adopt a fairly new teaching method revealed some obstacles existing in the teaching context. In this study, the research revealed the tension between an ideal lesson and the reality of the education system even though Mr. Tanaka was positive, brave, and understanding of the research.

Another thing Mr. Tanaka and I had to consider was the amount of work that students are required to do before a class. Mr. Tanaka expected that if the idea of a main task becomes too complicated (students choose countries to present, and do their own research on the country, etc), his students have to do more work before a class:

Excerpt 13. “Preparation is hard.” (Students’ preparation; Pre-interview 2, 8/29/2016)

The preparation for the class is hard. Well, they are in the advanced class, but, if it's not the advanced class, it won't work at all.

(準備大変だけどね。ま、文理だからな、でもな。一般とかだとね、なんら機能しないと思うけど。)

Students’ preparation is one of Mr. Tanaka’s issues as well as his own preparation. In Mr. Tanaka’s traditional teaching lessons, he rarely assigned homework to the students. However, it is not the only reason that Mr. Tanaka worried about the students’ preparation. Mr. Tanaka also made this statement considering the students’ motivation for their homework;

Excerpt 14. “They won’t do it.” (Students’ motivation; Pre-interview 2, 8/29/2016)

They won't do it, for sure. But, it (an idea for a main task) will work as a method. Well, it would work.

(まあやってこないよ。まあ、たら、メソッドとしてはありだね。まあ、それいいかもね。)

Excerpt 15. “Wonder if they will prepare.” (Students’ motivation; Pre-interview 3, 9/5/2016)

I wonder if they will prepare for the class.

(やってくるかなあ。)

Mr. Tanaka rationalized his worries as to whether the students would prepare enough for the class in one of his statements:

Excerpt 16. “Demotivated students.” (Students’ motivation; Pre-interview 4, 9/8/2016)

Well, I don't know if this is a question for you, but, what I found, “I thought so too!” is, we talked about this before, what extent is TBLT effective for demotivated students?

Well, best thing I can do is to try TBLT, but, I still feel doubtful how it works...

(まあ、だから質問っていうか、だよーねーって言うところで言えばやっぱり話に出てきた、全く英語にテンションの向かない生徒たちにどこまで有効か。って言うのはある。まやってみれば一番いいんだけど、どこまでいけるのかなって言うちょっと懐疑的な部分は ...))

The class in which Mr. Tanaka and I conducted the research is an advanced class with most students aiming to go on to college. However, not every student was highly motivated to study English for their future lives or career. He mentioned this point in the post-interview as well:

Excerpt 17. “Students who are not motivated at all.” (Students’ motivation; Post-interview, 9/14/2016)

Also, this doesn't apply to this school much but, how can you employ TBLT to the group of students who are not motivated at all? Well, you have to try, anyway, though.

(ま、あとは、うちはあんまないけど、全くこう、活動に前向きじゃない学習集団の時に、どこまでいけるか、うん、ま、それも頑張れっっちゃう話なんだけど。)

Mr. Tanaka also mentioned students who are not motivated toward learning in general. He stated some reasons why English is a unique subject:

Excerpt 18. “If it’s a subject you can learn in Japanese.” (Level; Post-interview, 9/14/2016)

If it's a subject you can learn in Japanese, it sounds possible. So, in my English class, it's very rare but I let students talk in Japanese, because if I tell them to do the same thing in English, they just stay quiet. In that case, how can you employ TBLT, I think it's a challenge.

(日本語で喋れる科目だったらまだいけると思うんだよね。だから、英語の時間も、本当にごく稀に、じゃここは日本語で議論してみって時はするし、英語で議論しようって言ったらもうシーンだもん。その状況の中でどこまでこう、TBLTで深められるか、うん、は、課題かな。と思います。)

Since Japanese teachers working in public high schools are usually required to transfer to another school once in every seven to ten years, Mr. Tanaka had to think about his experience in the past and the future working in a different kind of school with different groups of students. Mr. Tanaka also mentioned the academic level of possible tasks and TBLT in general:

Excerpt 19. “Pretty high level.” (Level; Pre-interview 2, 8/29/2016)

It (jigsaw task) is pretty high level. That's pretty difficult. I want everyone to use English. But if I do jigsaw, the number of students is hard to deal, if there's one extra or one less... that makes a difference.

(かなりレベルが高い。結構厳しいと思う。全員に英語使わせたいけど。.....ジグソーするといね。人数のバランスがね、微妙だからね。一人多かったり少なかったりすると。違うからな。)

Since a jigsaw task requires students to follow complex procedures, Mr. Tanaka sounded hesitant here. He was also concerned about how to manage a jigsaw task which is not as simple as other main tasks such as giving a presentation and information gap when it comes to manage in an actual class.

In this section, I illustrated Mr. Tanaka's perception of TBLT lesson that was shown in the pre-interviews. Overall, he was trying to be positive. However, his uncertainty with TBLT and worries stayed when Mr. Tanaka and I discussed TBLT lesson plans and they shaped the lesson plans. The lesson plans were created within the range of what Mr. Tanaka felt comfortable implementing. In the next section, I will explain the detail of the lesson plans.

4.1.2. TBLT lesson plans for Forest High School

In the last section, I illustrated the teacher's perspective of TBLT that were expressed in the pre-interviews. Also, the situation of English education in Japan and type of the students could be briefly seen in the interviews. I will illustrate the decisions that Mr. Tanaka and I made after all the pre-interviews. Table 8 shows some of the design features of both Mr. Tanaka's traditional teaching lessons and the TBLT lessons in order to show the differences between those two types of lessons.

Table 8. Design Features of Traditional Teaching Lessons and TBLT Lessons

	Traditional Teaching Lessons	TBLT Lessons
Covering contents in the textbook (new vocabulary words, reading dialogue, etc.)	Yes	Yes
Presence of grammar focus for the lesson	Usually no	Yes
Priming for the grammar focus	No	Yes
Presence of homework	No	Yes
Group work for main activity/task	Yes	Yes

Topic for main activity/task	Every group had the same topic to talk about	Each individual had different topics to talk about in the group
How to present	A few representative students from some groups presented	Each student presented in their group and one representative student from each group presented in front of class

The biggest change Mr. Tanaka and I made was on the type of the main task. In Mr. Tanaka's traditional teaching lessons, all the students usually were given the same topic to talk about in the group for the main activity. After they talked about the topic in the group (usually this discussion is carried out in Japanese), usually one representative student from each group presented what they talked about in the group. That is an opinion-gap activity with shared information according to the classification of task design variables that Ellis (2017) suggests. On the other hand, the main task in the TBLT lessons was an information-gap task with split information according to the same classification of Ellis' (2017) since each student in the same group was given different topics to talk about. In this case, every student is given at least one chance to speak in English meaning every student will engage in completing the task. Also, one representative student from each group got another chance to talk in front of class. This significant change on the task design and how to implement the task provided the students more opportunities to use English and higher frequency of negotiation (Ellis, 2017). In the following sections, I will discuss more detail about the TBLT lesson plans in relation to the lesson planning in the pre-interviews.

4.1.2.1. Employing group work

As Mr. Tanaka stated in the interviews, it is extremely difficult to give each student sufficient opportunity to show their language production when there are 41 students in one class.

So Mr. Tanaka employs group work (six groups of six or seven students formed by their seat assignment) and pair work in his traditional teaching lessons all the time and a lot of students stated they like pair work and group work in the pre-survey. Therefore, Mr. Tanaka and I decided to employ group work for the main task and it was very natural for us to make the decision. However, one big difference between the group work in the TBLT lessons and Mr. Tanaka's traditional teaching class is either each student works on their own topic individually in the group, or all students share one topic and work on it together in the group. In Mr. Tanaka's traditional teaching class, he would assign one topic to the class and tell the students to work on it in the group. They work on the topic in the group and usually one student from each group presents in English what they discussed in front of the class. In that case, most of the discussion is conducted in Japanese and it ends up only one student who is a presenter will use English. However, as mentioned above, there is not enough time for each student to present about the assigned topic. In order to ensure enough opportunities for students to show their language production, Mr. Tanaka and I planned group work for the main task so that each student gets at least one opportunity to present in the group. In the main task each student gives a presentation in the group about a country/region other than Japan. In their presentation, the students compare some numerical facts about Japan to the country/region they were assigned so that there is a chance to use the grammar focus of the lesson. In that case, all students get at least one opportunity to show their language production. In addition, presenting in a small group is not as intimidating as presenting to the whole class. Following procedures established in Mr. Tanaka's traditional teaching classes, we also decided to choose six representative students from each group to show their language production to the class after all students presented in their group.

4.1.2.2. Homework for students

When Mr. Tanaka and I decided to assign a presentation task to the students, we discussed what kind and how much work we should assign to students as homework. Mr. Tanaka told me that he has a motto when he assigns a group work project to the students. That is, as you can see in Excerpt 12, Mr. Tanaka states his motto of his class is to cultivate students' creativity:

Excerpt 20. “Make one from zero.” (Mr. Tanaka's motto; Pre-interview 1, 8/26/2016)

I'm not talking about specifically English classes, but, I would like to cultivate something like creativity. Well, how do you say, a question that stimulates that kind of thing (creativity). A question that you have to make one from zero. I always try to come up with a question like that.

(英語関係なくなるけど、クリエイティビティみたいなのを育てたいなと思って。ま、そういうなんていうんだろう。そういうところを刺激する質問。0 から 1 を作るような質問。質問をいつも考えて出します。)

“Creativity” is a key for Mr. Tanaka when he plans lessons. Especially when he assigns a project for group work, he would assign a topic/question that cultivates the students' creativity. In the interview, Mr. Tanaka told that he has assigned topics such as “Let's make an event for which we do something to save the earth” and “Let's make a natural phenomenon that no one can understand the reason for” (after they learned a lesson that talks about brinicle formations which hang from underneath the sea ice). Like those topics, during the TBLT lesson planning, Mr. Tanaka suggested that we should ask the students to create an imaginary country and present about it. That would have allowed the students to use their creativity and create interesting facts about their imaginary country, such as the name, population, climate, and so on. However, the primary goal of the main task was to compare some numerical facts between two countries so that the students would have a chance to use the grammar focus. So, it seemed more practical to assign an existing country to focus on during the main task. Also, it would help the students develop better understanding of many different countries in the world. Mr. Tanaka was also

worried about the students' motivation of working on their homework. Mr. Tanaka rarely assigns homework to his students. However, I suggested to assign homework since there is not enough time for students to create their own presentation from scratch during class time. Mr. Tanaka agreed with my suggestion that the students bring the assignment home and do their own research rather than taking them to a computer room and use one class period for them to do research on the Internet. We also discussed if we should let the students pick a country they like or assign them a country to present. After considering the amount of work the students are willing to deal with based on Mr. Tanaka's classroom experience, we decided on the existing country idea and to have the students pick a card that has some information about the country (population, land area, and average temperature). The students were assigned to take the card home and create their presentation at home.

By providing the students with enough information to create a presentation, Mr. Tanaka and I agreed that the task would be doable for them. Also, we decided to tell the students to do their own research about the country to find out the country's specialty so that each of their presentation could include a personal contribution in addition to the information on the card; something unique and creative.

4.1.2.3. Lots of priming

One of the reasons why Mr. Tanaka and I wanted the students to bring the presentation making process home as homework was to make more time for priming during the class periods. Since TBLT does not introduce a form in the beginning of the lesson as other teaching methods do, such as PPP (Present, Practice, Production) and audio-lingual method, we needed to spend significant time on priming. Mr. Tanaka and I planned priming in the activity during the oral

introduction about the dialogue, practicing the new vocabularies, and the comprehension check of the dialogue. Those are all input-based activities and Mr. Tanaka engages in these kinds of activities regularly in his traditional classes as well. In addition to those activities, Mr. Tanaka and I added two model presentations to the TBLT lessons. I presented one on the day that the students brought home the assignment and Mr. Tanaka presented one just before the students presented. The reason why I joined the class and presented, is because we thought two presentations would be better than one and it would be a good opportunity for the students to listen to a different English speaker. Before each presentation, Mr. Tanaka told students that they should take notes if they found good expressions that they wanted to use in their own presentations. Also, Mr. Tanaka and I used the grammar focus many times in our presentations for priming. In this way, Mr. Tanaka and I tried to prime the form without introducing it to tell the students that they have to use the form in the lesson.

4.2. Post-Interview Perceptions

In this section, I will mainly illustrate how Mr. Tanaka's response to TBLT changed after we implemented the TBLT lessons. Overall, Mr. Tanaka and I agreed that the TBLT lessons went well. We were able to implement the lesson as we had planned, and the experience helped him understand the idea of TBLT more deeply.

From pre-interview 1 to the beginning of pre-interview 4, Mr. Tanaka and I were mainly working on creating TBLT lesson plans together. After a number of revisions, we finished making plans after meeting four times and spending four hours planning. Immediately before the implementation, the teacher and I conducted the final semi-structured pre-interview. This

interview revealed one of his positive takeaways from the TBLT planning process which is the sequence of TBLT and it was totally different order from what he was familiar with:

Excerpt 21. “The flow of language acquisition.” (TBLT sequence; Pre-interview 4, 9/8/2016)

It's easy to make a focused task even it looks like unfocused first. Also, how can I say, it doesn't fight back the flow of language acquisition. First, you use, and try many ways and at last, it was actually focusing on this. The process, it helps to solidify the form into students' mind. In the regard, it's a good method.

(アンフォーカスに見せかけてフォーカスされた授業を作りやすいっていうのと、まあ、やっぱりこう、なんていうんだろう、人間の、こう、語学習得のプロセスに逆らわない形で、勉強できるじゃないですか。まずは、使ってみて、で、色々試してみて、で、最後にこう実はこれにフォーカスしてたんだよ、プロセスがやっぱり、定着させやすいかなと思う。ま、そういう点では、いいメソッドだよ。と思います。)

The teacher liked the TBLT sequence which begins with focus on form, and finishes with focus on forms. Common teaching methods in Japan such as audiolingual method employ the opposite sequence. In the classroom, using those common methods in Japan, teachers show a target form or vocabulary first for students to practice and use later on. The teacher mentioned he had tried to keep his lessons from focusing too much on grammar so much before learning about TBLT.

Excerpt 22. “You can do both focus on form and focus on forms.” (TBLT sequence; Pre-interview 4, 9/8/2016)

Oh well, when I started teaching Communication English III, I really didn't talk about forms. The main goal I aimed for was to have students read a lot. But, even though you don't give up on that, if you devise, you can do both focus on form and focus on forms, that's what I understood.

(やっぱり、その、コミ英3に入ってから、フォーミングの話はあまりしてなかったんだよね、とりあえず、文章たくさん読めればまずはいってスタンスでやってたので、ただ、それを、こう、貫きながらも、うまいこと工夫すれば、まあ、フォーカスオンミーニングとフォーカスオンフォーミング 両方、やれるんだなってのがちょっと感じましたね。)

注：日本語訳内では Willis and Willis (2013)の定義を使用

Even after the implementation, the teacher mentioned the same opinion about the TBLT sequence at the post-interview:

Excerpt 23. “Start with focus on meaning.” (TBLT sequence; Post-interview, 9/14/2016)

My takeaway? First, the most important point is, well, you don't bring a form to the very beginning. Start with focus on meaning, and through a task, intake, students intake, the flow is good, I think. This is what I understood.

(うーんと、俺の？理解。まあ、あの一とりあえず、一番ポイントだなと思ったのが、なんていうんだろう、フォーカスを先に持ってこない。フォーカスオンミーニングから先にやって、タスクを通して、インテイク、生徒がインテイクしていくっていう流れがすごくいいなと思って、うん、っていうおさえ。)

Excerpt 24. “The sequence is totally opposite.” (TBLT sequence; Post-interview, 9/14/2016)

Well, the sequence is totally opposite. Yeah, I think I like the point. So, how can I say, that sequence doesn't fight back the flow of language acquisition, so, you said that before we started this study, like, "this is the form, then let's try to use that," that order is very unnatural. Not like the order, you use first, and then think, how can I say this? Then, let's look it up. The order is good, I think. So, I will try to use TBLT.

(あの、なんだろう、流れがやっぱりこう、今までの教育、英語教育の主流とこう、逆っちゃ逆じゃないですか、うん。だからそこがすごくいいなと思ってて、こう、なんていうんだろう、言語習得の脳の、仕組みに逆らわないというか、なんか、あの、始まる前によしえさんが言ってたけど、こう、こういう形だよ、じゃやってみようっていうのはすごい言語習得で不自然じゃないですか、そうじゃなくて、なんか使ってみて、あ、なんだこれ、どうやって言ったらいいんだろう、じゃ調べようっていう流れになってるのが、すごくいいなと思ったし、ま、今後も使ってみたいなと。考えております。)

The teacher stated that the sequence (focus on meaning → focus on forms) is totally different

from what the students were used to and the teacher had learned when he was a student.

However, he mentioned the TBLT sequence makes more sense due to the fact that the sequence is more natural to the way people learn a first language.

Also, Mr. Tanaka stated that the clear goal for both students and him was one of other biggest takeaway from the TBLT lessons. The teacher described the clear goal in the post-interview as:

Excerpt 25. “What they learned was clear.” (Clear learning outcome and goal; Post-interview, 9/14/2016)

Well, as far as I see, it's hard to see how that (TBLT) was effective, but once you see the back side of the paper (post-survey), they say like "Everyone was more active than usual" or "Learned how to compare" so, how can I say, I say, what they learned was clear for them.

(あの、表面的にはね、どこまでこう効果あったかなっていうのは見づらい部分だったけど、まあ〔ポストサーベイの〕裏面見るとやっぱりこう、いつもより賑やかだったとか、こう、比較について学んだとか、こう、なんていうんでしょう、学べたことがはっきりしているというか、そういうのはあったな。)

Excerpt 26. “Focusing what to teach.” (Clear learning outcome and goal; Post-interview, 9/14/2016)

So far, I had been teaching like, it would be great if they can read more (English passages) and read (the passages) deeper, so, by focusing (what to teach), it was easy for them to understand.

(今までだとね、ちょっとこう広く読めればいいじゃんくらいの感じでやってたから、ま、絞ったことである程度こう、彼らにとってはわかりやすかったのかな。)

Excerpt 27. “Every step they had to take was clear.” (Clear learning outcome and goal; Post-interview, 9/14/2016)

Their engagement was.... Good. Well, it does not always have something to do with TBLT, but every step they had to take was clear. They knew what they were doing. So, by priming, they understood, “Oh, we should use “as ... as” to say this.” It was not like, “Just compare! Here you go (without any priming).”

(取り組み状況は良かったね、良かったし、ま、TBLTに関係しないのかもしれないけど、一個一個こう、はっきりしてたかな。うん、生徒が何やっていいかわかりやすかったかな。だからまあプライミングしたから、ああ、as as を使って表現すればいいんだなっていうのがわかるから、ただ比較してみろ、ばーんっていうんのじゃなかったから。)

Excerpt 28. “We were aiming for the goal.” (Clear learning outcome and goal; Post-interview, 9/14/2016)

I think they improved. And, how can I say, in the end, the goal, this time, the goal was a form, so we were aiming for the goal, pinpoint the goal, so, we were like “Let's work on this task to learn this.” What we were aiming for was clear. So, it was clear for students too. In that sense, students’ presentations were more active than usual, they were fluent too.

(ま、したと思う、ね。うん、で、やっぱりこうなんていうんだろう、最終的にこう、ゴールま、今回フォームのゴールだったけど、ゴールありきだったから、ピンポイントで、これを学ぶために、こういうタスクをしよう、っていうなんか、目的意識がしっかりだったから、ま、生徒もその分やりやすかったんじゃないかなと思うから、そういう意味では発表もいつもより活発だったし、サクサク言えてたし。)

The teacher described that aiming for a goal was good for both students and him. The teacher mentioned his main goal in the course used to be having students read a lot of English texts so that they get used to reading English. Since the course is called “English Communication III,” the teacher used to focus on having students communicate in English without putting too much focus on grammar. However, implementing TBLT lessons which focused on a form at the end enabled the teacher to have a clear goal in mind. Also, the students knew what they learned in the

class. The teacher also mentioned the possibility of trying different kinds of tasks depending on the target forms:

Excerpt 29. “Various tasks could lead to focus on form.” (Clear learning outcome and goal; Post-interview, 9/14/2016)

The goal is clear, and various tasks could work to lead to focus on form in the end. The goal is clear, and start with a task, so, it's easy for students to get involved. Also, never get bored. I have a routine, starting from opening a textbook, learn new vocabulary, grammar, so, in other class today, there was about eight students sleeping. Well, depending on the target form, you can change a task.

(あの、目標がはっきりしてるってことと、最後このフォーカスオンフォームに持っていくために、いろんなタスクをするっていう。ゴールがはっきりしてるのと、ま、あとは、やっぱりそうだね、タスクから入るから、うん、生徒も入りやすいかな。し、マンネリ化しない。うん。いつもルーティーンで教科書から入る、新出単語やる、文法やる、で、今日もうちのクラスなんかね、八名くらい寝てたけど、まあね、あの、そのターゲットの文法に合わせて、文法とか構文に合わせて、タスク変えていけるし。)

The teacher explained that TBLT would also work for him to break his routine so that each lesson becomes new and interesting for the students. He further described that starting with a task enable the students to get involved in the class more easily which means giving them a task after they received scaffolding (enough priming and input) beforehand so that they become ready to complete the task. At this point, Mr. Tanaka had a clearer overview of TBLT compared to the pre TBLT implementation. The TBLT implementation enabled him to imagine possible tasks even using the designated textbook.

However, Mr. Tanaka also stated future challenges that will likely arise when he applies TBLT to other lessons. His first question was about the applicability of TBLT to other linguistic forms:

Excerpt 30. “Minor form.” (Lack of applicability to minor forms; Pre-interview 4, 9/8/2016)

So, I wonder what I can do if the form is minor. Later on, I might ask you some questions about that.

(ま、だから逆に言えば、そういうなんかこう、ニッチな文法とか、フォームを取り上げるときに、どんな工夫をしたらいいかなっていうのはある。今後質問として出てくるかもしれない。)

Excerpt 31. “Depends on target forms.” (Lack of applicability to minor forms; Post-interview, 9/14/2016)

Right, also, luckily this time the target form was “as ... as,” but if it was like, for example, SVOC also C is a present participle, in this kind of case, how can I make it work, so, it depends on target forms.

(そうそうそう。あと、今回たまたま as as だから良かったけど、これが例えばなんか SVOC だし C は ing とかになった時、どこまで深められるか、だからまあターゲット文法とかにもよってくるような気はする。)

What the teacher means by “a minor form” is some forms or sentence structures that are very specific and unlikely to become a task. The assigned textbook used in the research, Grove English Course III (Kuramochi et al., 2014), has a target form or a sentence structure for each lesson. For example, “major forms” will be something that you can easily create a focused task that elicits the use of the target forms, such as, Lesson 14 “as ... as” and Lesson 16 “What if ...”. However, there are some “minor forms” in the textbook, that will require a lot of effort by a teacher making a lesson plan to elicit the use of the target forms, such as Lesson 22 “preposition + relative pronoun” (e.g., ... in which ...) and one example Mr. Tanaka mentioned in Excerpt 31. As mentioned above, the teacher’s goal for the course used to be having students get used to English as much as possible rather than putting focus on forms. The reason why the teacher chose not to put too much focus on forms seems convincing when you look at the “minor forms” in the textbook.

Another question the teacher had was about unfocused tasks. After we had implemented the TBLT lessons with a focused task, he described an unfocused task as:

Excerpt 32. “Hard to evaluate.” (Less confident for TBLT with an unfocused task; Pre-interview 4, 9/8/2016)

After a (TBLT) lesson (with an unfocused task), it's going to be hard to measure what students learned in the lesson. It's hard to measure. It's hard to evaluate (students' work).

(じゃ終わった後に、じゃこのレッスン通して何ができた、っていうのを測定しづらいかもと思う。評価しづらい。)

This is the opposite perspective of what the teacher found useful about TBLT with a focused task. The teacher found the TBLT lessons with a focused task showed a clear goal to aim for both students and a teacher. However, the teacher anticipated that a TBLT lesson with an unfocused task would make it “hard to measure what students learned” and “hard to evaluate.” Since the teacher works in a public high school where teachers need to keep detailed record of students’ work and evaluate it to give them grades, the idea of an unfocused task seemed unpractical to the teacher.

The response that Mr. Tanaka showed after the implementation of the TBLT lessons was different from the one he showed in the pre-interviews. In the pre-interviews, Mr. Tanaka was unsure about TBLT. However, by implementing the TBLT lessons, he gained more deep understandings of TBLT. Mr. Tanaka also found some challenges on implementing TBLT for his future classes. However, Mr. Tanaka showed his positive response to TBLT lesson even there is some obstacles such as a textbook, time, class size, etc.

4.3. Summary of the Chapter

During the TBLT lessons, Mr. Tanaka had a positive teaching experience and he was able to see a positive outcome brought forth as a result of the method. The experience was good enough to improve his perceptions of the effectiveness of TBLT and made him think he could apply TBLT to his future classes even though he understood that there is tension between an ideal class and the reality. It was also noteworthy that what changed Mr. Tanaka’s class and attitude was the actual practice of the TBLT lessons with the students, but not the hours of lesson planning.

Chapter 5 Students' Response and Engagement to TBLT Lesson

This chapter presents the analysis of the video recordings of the TBLT lessons. The analysis focuses on the second research question, on the response of Japanese high school students to a TBLT lesson. Two cameras were in use throughout all the lessons. One was placed in the front corner of the classroom to record the whole class. The other one was used in order to take close-up videos of students' pair work and group work. In this chapter, I will discuss the students' overall engagement and two specific students' engagement during the TBLT lessons. I will focus on these two students' engagement as they worked in their group. Both students were in the same group, which was captured in the close-up video when the students worked on group work. I will analyze the two students' engagement in order to investigate in more detail the response of students to the TBLT lessons. One thing should be noted in this chapter regarding the transcriptions of excerpts of the language used by the participants. Since the participants used both Japanese and English, whatever is shown first is their actual statement. If the speech occurred in Japanese, the translations of the Japanese are provided thereafter in parentheses.

5.1. Procedure of the TBLT Lessons

The TBLT lessons went smoothly and according to the plan that Mr. Tanaka and I made. We did not change the overall procedure of the lessons because we decided to avoid making drastic changes so that students did not become confused. Also, conducting this research was approved only if we make the lessons applicable to other classes that Mr. Tanaka was teaching. The class that Mr. Tanaka and I implemented the lessons in was an advanced class and the other classes were not. So, Mr. Tanaka and I had to ensure that the degree of difficulty of the lessons

was not too high. For the described reasons, the overall procedure of the TBLT lessons follows some of the same procedures as Mr. Tanaka's traditional teaching. The biggest change Mr. Tanaka and I made in the lesson plans was that they would begin with focus on form and end in focus on forms, along with the three stages of pre task, main task, and post task. In regards to the sequence of focus on form and focus on forms, Mr. Tanaka stated in the post-interview that his goal of teaching the course was have students to read more English passages and read the passages deeply, not pinpointing a specific grammar focus.

The lessons were taught with the designated textbook, *Grove English Communication III* (Kuramochi et al., 2014). Lesson 14-1 "The Rose Valley" was chosen for conducting the TBLT lessons because the lesson was scheduled to be taught at that time of the year. This lesson primarily focuses on a dialogue that contains a grammar focus. The dialogue highlights the Rose Valley in Bulgaria and how people there make oils from roses, a local specialty. The textbook, *Grove English Communication III*, focuses on a specific grammar point in each lesson. The grammar focus of Lesson 14-1 was "as (adjective/adverb) as" and was used in the dialogue, as shown by the passage "So the petals are transported to the distilleries *as quickly as* possible (p. 48)." The TBLT lessons spanned three class periods (September 9, 12, and 13, 2016) with each class period lasting 50 minutes. Mr. Tanaka usually spends three class periods for other lessons as well. We decided to follow his standard teaching schedule as closely as possible so that the change we make does not disturb the schedule of the curriculum. The first lesson included listening to the dialogue of the lesson and answering some questions about it, introducing the content of the dialogue (priming the grammar focus), and introducing the new vocabulary words. The second lesson consisted of reading the dialogue again, checking comprehension of the dialogue, reproducing (students retell the contents of the dialogue with their language not

looking at the textbook) which Mr. Tanaka calls “reproduction,” and watching a model presentation given by me (pre task). The model presentation included common expressions the students could use in their presentation (e.g., “I’m going to talk about ...,” “Do you have any questions?”) and also the grammar focus “as (adjective/adverb) as.” Mr. Tanaka let the students know that they were going to give a presentation before I gave the model presentation. At the end of the second lesson, each student picked a country/region card and Mr. Tanaka told them to collect some information about the country/region and create a presentation. It was assigned as a homework for the next lesson. The last lesson consisted of practice reading the dialogue and the new vocabulary, watching a model presentation given by Mr. Tanaka (pre task), giving a presentation (main task), and focus on form (post task) (see Table 9, and for more details see Table 5). In the lessons, the main task is for students to give a presentation about a country/region other than Japan. They picked a card that has a name of the country/region and some information about it at the end of the second lesson (See Table 10). In their presentation, they were told to compare some numerical factors between Japan and the country/region they picked.

Table 9. Simplified TBLT Lesson Plans

Date	Items	Duration (minute)
TBLT Lesson 1 (Sep 9)	Listen to the dialogue	5
	STEP 1: Oral comprehension check about the dialogue and introducing the contents of the dialogue (Priming the target form)	10
	Read the dialogue aloud	3
	STEP 2: Introduce the new vocabulary [Includes pair work]	17
	STEP 3: Comprehension check and write down the answers [Includes pair work]	15
TBLT Lesson 2 (Sep 12)	Read the dialogue aloud	10
	Practice the new vocabulary words	5

	Comprehension check and check the answers Reproduction [Pair work] Watch a model presentation (Pre task) Pick a country/region card to present	15 5 7 8
TBLT Lesson 3 (Sep 13)	Practice reading the dialogue and the new vocabularies Comprehension check and check the answers Watch another model presentation (Pre task) Prepare for the main task [Group work 1] Give a presentation (Main task) [Group work 2] Refining the presentation [Group work 3] Focus on form (Post task)	6 7 8 9 13 5 2

Table 10. Information of the Country/Region Cards

Country/Region	Information
Alaska	Population: 736,732 Land Area: 1,717,854 km ² Average Temperature: Summer 17C (Aug) Winter -13C (Feb)
Vietnam	Population: 9,340,000 Land Area: 329,241 km ² Average Temperature: Summer 32C (Aug) Winter 14C (Feb)
Finland	Population: 5,490,000 Land Area: 338,000 km ² Average Temperature: Summer 29C (Aug) Winter -6C (Feb)
New Zealand	Population: 4,240,000 Land Area: 270,534 km ² Average Temperature: Summer 21C (Feb) Winter 6C (Aug)
Brazil	Population: 200,400,000 Land Area: 8,5120,000 km ² Average Temperature: Summer 30C (Feb) Winter 18C (Aug)
Czech Republic	Population: 10,550,000 Land Area: 78,866 km ² Average Temperature: Summer 23C (Aug)

	Winter -4C (Feb)
Cote d'Ivoire	Population: 20,600,000 Land Area: 322,436 km ² Average Temperature: 30C (All year round)

Note. Each card has directions in Japanese that read “1. Compare with Japan. 2. What are the things that people are proud of or are famous from this country/region?”

In each lesson, Mr. Tanaka employed a lot of opportunities for pair work and group work. This was partly due to the large number of students and the small size of the classroom. It is extremely difficult to effectively aid that number of students within a 50 minute-class. Following the sections, I will illustrate the overall students’ response and their engagement as well as the detailed TBLT lesson plans. I will also illustrate the two students’ engagement in the lessons will be illustrated. The engagement of the two students that will be illustrated in the following sections is mainly from the close-up video of the active interaction between students rather than when they are all looking at and listening to the teacher.

5.2. Students’ Response and Engagement

This section reviews the response of students in the TBLT lessons. First, I will illustrate the overall response captured by the video. I will describe the more detailed class progression and the differences that I noticed from Mr. Tanaka’s traditional teaching. In addition to the overall student response, I will focus on two specific students and analyze their engagement in the following sections.

5.2.1. Response from pre-survey

First, we should look at the students' response that were captured in the pre-survey. In the pre-survey, there were two questions that asked what the students' favorite activity in Mr. Tanaka's class was and what their purpose of studying English was (Table 11).

Table 11. Answers of the Pre-Survey

	Question 1: What kind of activities do you like the most and least in English class? Please specify.	Question 2: What do you want to do with English in the future?
Answers	<ul style="list-style-type: none">• Group work and pair work (25)• Listening to English songs (3)• Others (4)• Blank (6)	<ul style="list-style-type: none">• To communicate<ul style="list-style-type: none">- In general (20)- In college (2)- For career (11)• Others (4)• Blank (1)

Note. Numbers in parentheses show the numbers of the students who wrote that answer.

As seen in Table 11, most of the students out of 38 students answered that their favorite activity is group work and pair work for question 1. Some of the examples of their answers are, 「グループワークでディスカッションをすることが好きです。」 (I like to have a discussion in the group), 「グループになってテーマに沿って何かを発表することが面白いと思う。」 (I think it's interesting to discuss a given topic in the group and present), etc. For question 2, most of the students answered their motivation to study English is to use it for communication. Some students wrote that their motivation derives from hopes that they want to travel or make friends all over the world and others wrote they want to become a nurse, a cabin attendant, etc.

From the pre-survey, it turned out that the students were motivated to study English and were positive about Mr. Tanaka's lesson. In the next section, I will illustrate their engagement and response in the actual classroom.

5.2.2. Overall student response

As mentioned above, there were no drastic changes made to the pacing and structure in the TBLT lessons compared to Mr. Tanaka's traditional classes. Therefore, overall, students engaged with the lessons similarly to Mr. Tanaka's traditional teaching lessons.

TBLT Lesson 1 started with listening to the dialogue of the lesson to introduce the new lesson (to see the dialogue and the layout of the textbook see Appendix D). Then, Mr. Tanaka conducted a simple comprehension check by asking questions such as "Which country is this (dialogue talking about)?" and "What do people make from roses?" Mr. Tanaka calls this first comprehension check "STEP 1" and the students wrote down the answers on the worksheet (Appendix E) that the students get in the beginning of each lesson. When Mr. Tanaka asked these questions, a few students spoke up and answered (mainly S5 and S17). Then Mr. Tanaka began explaining about the country, Bulgaria. While Mr. Tanaka did that, he used the grammar focus implicitly such as "It (GDP of Bulgaria) is as expensive as some area in Japan" (not correct but this is how Mr. Tanaka said in the class) and "It (the land area of Bulgaria) is as large as Hokkaido."

Next, the students read the dialogue aloud after the teacher (choral reading). After that, Mr. Tanaka introduced the new vocabulary words that are listed in the textbook. Mr. Tanaka did this activity with flashcards. The students repeated after Mr. Tanaka to practice the pronunciation and Mr. Tanaka would translate it into Japanese. This is called STEP 2 and the students also wrote down the meaning of the new vocabulary words in English on the worksheet. In STEP 2, Mr. Tanaka also introduced the grammar focus, "as (adjective/adverb) as" even though it was not listed in the textbook. Mr. Tanaka introduced it as "as A as B" and added some more examples such as "as hot as," "as high as," and "as long as." After practicing the vocabulary words in

chorus (the students say English translation after Mr. Tanaka says Japanese), students practiced more in pairs. In the pair work, one student says the Japanese word and the other student says the corresponding English word. STEP 2 is conducted in Mr. Tanaka's traditional classes as well.

Next, Mr. Tanaka asked more detailed questions to check students' comprehension about the dialogue (STEP 3). For example, he asked "What is the region around Kazanlak and Karlovo famous for?" and "Why do they pick the flowers in the morning?" These questions are also on the worksheet and in this comprehension check, students talked in pairs about the answers they found. This is the end of TBLT Lesson 1 and there was no change from Mr. Tanaka's traditional teaching at this point. Therefore, there was no major confusion or excitement happening in the class. Students were overall quiet, especially when choral reading was happening. When Mr. Tanaka asked questions to the class, a few students spoke up and answered his questions. However, students worked actively during pair work.

TBLT Lesson 2 started with reading the dialogue aloud, comprehension check, and practicing the vocabulary words. These went in the same manner as TBLT Lesson 1. Mr. Tanaka repeated the grammar focus "as (adjective/adverb) as" a lot as well in the comprehension check and during practicing vocabulary words.

Next, class moved on to the activity which Mr. Tanaka calls "Reproduction." This is an activity in which the students retell the story of the dialogue with only looking at the picture Mr. Tanaka drew on the blackboard (See Figure 1). The students present their "Reproduction" in pairs. When the students listen to the teacher, they sit very quietly except for a few students. However, when the students work in pairs, they get active and animated. In the pre-survey, 25 students wrote that their favorite activity in Mr. Tanaka's class is either pair work or group work.

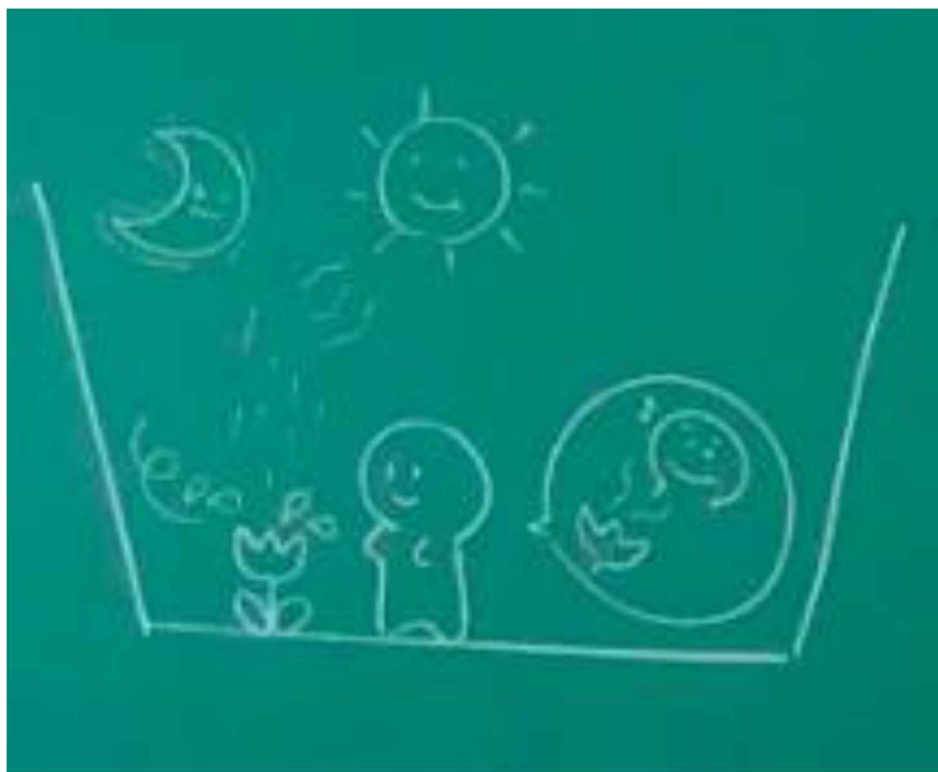


Figure 1. Picture drawn by Mr. Tanaka for reproduction activity

In the lesson, after working in pairs, a student by the name of Mei presented her reproduction in front of class as follows:

Excerpt 33. Mei's Presentation in the Reproduction Activity (TBLT lesson 2, 9/12/2016)

Karlovo and Kazanlak in Bulgaria is famous for roses. Bulgaria has mild climate. For example, soft sunshine, frequent rainfalls, humid wind and cool nights. People pick roses early in the morning before roses lose aroma later in the morning. That's all.

Mei stated in the pre-survey that reproduction is her favorite activity in Mr. Tanaka's class.

Next, the class moved on to what Mr. Tanaka calls, STEP 4 Creative Question. In his traditional teaching, this activity is where he gives a topic or question to the students and they work on it in their group. In this activity, the students are required to be creative and think about the topic. For example, Mr. Tanaka assigned each group to come up with an idea for a day that people do something nice for the earth to save the environment. This was after the students read the dialogue from Lesson 13 "Earth Hour" which talks about an event where people around the

world switch off their lights. However, Mr. Tanaka and I decided to assign the students individual work to present in their group and to show two different model presentations before the students make their own presentations. We decided that each of us would present as a model and I presented first. After Mr. Tanaka explained to the students that the students will make a presentation about one country like the model presentation that I was going to show, I gave my presentation. I talked about Bulgaria and compared some factors of the country with Japanese ones with using the grammar focus, such as “The land area of Bulgaria is as large as Hokkaido,” and “It (the population of Bulgaria) is as large as Saitama Prefecture’s population.” The students listened to me carefully. After Mr. Tanaka explained the goal of the activity again, the students picked a country/region card (See Table 10). Each card has the name of the country/region, the population and the land area, and average temperatures for both summer and winter. Also, each card had direction in Japanese that says “1. Compare with Japan. 2. What are the things that people are proud of or famous things of this country/region?” There was no confusion to the fact that they were going to give a presentation but there was excitement when they picked up a card such as 「えー、わかんない。」 (Oh, I don’t know [this country]), and 「いいなーそれ。」 (Oh, you picked a good one). At the end of the class, Mr. Tanaka gave some directions for the task that the students are going to give presentations comparing the country/region with Japan in the next class. Mr. Tanaka mostly uses English in his classes, however, he used Japanese at the end of the class so that every student knows what to do by the next class.

TBLT Lesson 3 took place the following day. Until just before the opening bell for the class period rang, some students were looking at their phones to collect information about the country/region that they picked. The lesson started with reading the dialogue and the new

vocabulary aloud, and a comprehension check of the dialogue as well as the beginning of TBLT Lesson 2.

In TBLT Lesson 3, Mr. Tanaka gave a model presentation. He talked about Thailand because he had recently visited the country. Mr. Tanaka focused on grammar such as “It (the land area) is about six times as large as Hokkaido” and “It (the population) is half as large as Japan.” After Mr. Tanaka gave his presentation, he wrote down three expressions on the blackboard. Two of them are “I’m going to talk about ...” and “Do you have any questions?” He taught these two expressions as templates for starting and finishing the presentation. Mr. Tanaka also wrote down “~ is (~ times) as ... as ...” as a useful expression when comparing something. Then, Mr. Tanaka gave the students time to finish up their presentation in their group (Group Work 1). In Group Work 1, most students were ready to present. On the other hand, some students were still trying to figure out how to pronounce the name of the country that they had, or were enjoying chatting with other students.

After about nine minutes of group work, Mr. Tanaka told the students to start their presentations in their groups (Group Work 2). He explained that the students who had an Alaska card were to start first and the others would continue to present clockwise after him/her. Each group worked on the main task actively. Yet, the last sentence of their each presentation, “Do you have any questions?” sounded a bit like a meaningless phrase. As soon as a presenter said the last sentence, other students started clapping their hands which means the presentation is done. However, almost all students completed the two goals, which were to compare the country/region with Japan, and to introduce things that people in the country/region are proud of or famous things there.

During Group Work 2, Mr. Tanaka watched the three groups in the back of the class and I watched the three groups in the front of the class in order to choose representative students to present later. After all the students finished their presentations, Mr. Tanaka named the six students who would present. Then, the plan was to provide refinement time for the six representative students (Group Work 3), however, Mr. Tanaka forgot the plan of Group Work 3 and told the first student to stand up and present. At this time, I had to stop the class and whispered to him to remind him of the plan. After this confusion, there was very little time left for the lesson so the students were given only one minute for Group Work 3.

Even though the students had only one minute, the group work sounded very active and students were trying to help the representative student in each group. Here are some students' presentations after Group Work 3:

Excerpt 34. S40's Presentation After Refinement (TBLT lesson 3, 9/13/2016)

I'm going to talk about Alaska. Alaska's land area is four times as large as Japan. Alaska's land area is more larger than Japan. Alaska's climate is cooler than Japan. Alaska is famous for smoke salmon and coffee beans. Do you have any questions?

Excerpt 35. S38's Presentation After Refinement (TBLT lesson 3, 9/13/2016)

I'm going to talk about Finland. Population of Finland is 5,490,000 people. Japan is more population than Finland. The area of Finland is thirty hundred three, thirty eight thousand 平方 (square) kilometer. Japan area is bigger than Finland area. The summer temperature of Finland is 29 degrees. The winter temperature of, minus 6 degrees. Finland famous for aurora. Do you have any question?

The six students who presented after Group Work 3 appeared confident speaking and other students listened to them carefully.

According to the plan Mr. Tanaka and I made, the class was supposed to work on focus on form. Mr. Tanaka was supposed to pick some good examples of the grammar focus from the six representative students and say, "When you compare something, you could use bigger than, or the smallest, like Mr. ~ said. Also, when the two things are close, you can say as cool as, like

Ms. ~ said. Let’s practice this form” and turn it to pattern practice of the grammar focus.

However, at this point, there was not enough time left for that. Also, Mr. Tanaka looked like he was still at a loss since the time he forgot the plan of Group Work 3. So it ended up he pointed at what he had written [“~ is (~ times) as ... as ...”] on the blackboard and said in Japanese:

Excerpt 36. Mr.Tanaka’s Focus on Forms (TBLT lesson 3, 9/13/2016)

これですよ、やっぱこれ（板書を指す）、これをきちんと使えるかどうかポイントです。同じくらいになに、as なんとか as、ね。...そういう風に比較する表現するの使えるようになってほしいので、このプレゼンにしました。
(This, after all, this [pointing at the blackboard], this is the key if you can use this properly. As ... as is “as something as,” right? I assigned this presentation so that you guys will be able to use the expression to compare things like this.)

Mr. Tanaka spent about a minute to explain the form. However, 25 students stated in the post-survey that what they learned in the TBLT lessons is how to compare things in English and 12 students out of the 25 students specifically mentioned they learned the form “as (adjective/adverb) as” (See Table 12). The reason why most of the students came to learn the grammar focus even though there was not enough time for focus on form is because there were enough opportunities to hear and see the grammar focus, which means there was sufficient input. Also, the students had enough opportunities to use the form in the lessons and there was a clear goal (grammar focus) for both students and the teacher as Mr. Tanaka stated in the interview. More detailed answers in the post-survey are shown below.

Table 12. Answers of Post-Survey

	Question 1: What did you learn from three lessons on Monday, Tuesday, and Wednesday (TBLT lessons)?	Question 2: Please specify the differences you noticed in the three lessons on Monday, Tuesday, and Wednesday compared to other regular lessons.	Question 3: How do you feel the differences affect your English development?
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Answers	<ul style="list-style-type: none"> • How to compare things <ul style="list-style-type: none"> - Comparative (13) - “as ~ as” (12) • About Bulgaria (7) • Others (5) • Blank (1) 	<ul style="list-style-type: none"> • Presented what we researched individually in the group (9) • Research setting (7) • Did not notice anything (10) • Others (9) • Blank (3) 	<ul style="list-style-type: none"> • Did my best to convey the contents of my presentation (6) • Studied in better and quieter environment because everyone was engaging more (3) • Others (14) • Blank (15)
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Overall, the students engaged with TBLT lessons as much as they would do with Mr. Tanaka’s traditional teaching lessons. There was no major confusion in TBLT Lessons since Mr. Tanaka and I did not like the idea of making an extreme change to the class. It is likely that the students were motivated somewhat since there was a researcher in the classroom and they were being videotaped all the time. Also, the students were used to group work because this is the way Mr. Tanaka finds most effective to teach 41 students in one class and he employed group work most of the time in his classes. So, it was natural for the students to present in a group and help others in their group. The biggest difference was that Mr. Tanaka’s group work was typically structured as shared assignments that students work on with others as part of a group, whereas the group work in this study was actually individual work presented to and revised in response to each other in a group, as some students noticed in the post-survey. Also, since they took the assignment home and they had time to collect information and make a presentation, the level of their language production and presentation was better than when they worked on group work in Mr. Tanaka’s traditional classes that I observed.

In this section, I illustrated the detailed description of the TBLT lessons and the students’ response to the lessons. In the next section, I will focus on two students’ engagement with the lessons that is captured mainly in the close-up videos.

5.2.3. Student 14, Mei

The first student is a female student, S14, Mei (pseudonym). She was in Group 3, which I focused on with the close-up video for the most of the time during group work. The score of her pre-test is 28/35 and post-test is 29/35. Her presentation for the main task was outstanding as well as the reproduction activity shown above. Also Mei seemed to put a lot of effort in her presentation before the class. She was chosen as the representative from the group in order to present in front of the class at the end. She stated her goal to use English in the future in the pre-survey that conducted along with the pre-test, “When you work for a local town office, foreigners will come to the office. So, I would like to be prepared to have daily conversation with them.” I chose Mei to analyze in this chapter because of her engagement. Mei put a lot of effort into her work and showed her engagement with the class more than a teacher could expect. Mei is a high achieving student who understands the goal and the purpose of the class and engages in learning. Therefore, I will analyze her as a good model of a regular high school student in Japan.

First, let’s look at Mei’s language production that she presented in Group work 2. Mei picked a card for Brazil at the end of the second class of the TBLT lessons and created this presentation below for the group:

Excerpt 37. Mei’s Presentation in Group Work 2 (TBLT lesson 3, 9/13/2016)

I’m going to talk about Brazil. Brazil’s population is more than Japan. Land area is twice as large as Japan. Average temperature is higher than Japan in summer and winter. Brazil is famous for amazon river, piranha, and carnival in Rio. Do you have any questions? ...
ないですか [No questions?]. Thank you.

In the presentation, Mei used two comparatives: “more than” and “higher than,” and one grammar focus “twice as large as.” Mr. Tanaka had written this grammar focus down on the

blackboard before the group work began. However, it seemed that Mei prepared well before the class as she mentioned in Group work 1:

Excerpt 38. Mei's Response to the Main Task (TBLT lesson 3, 9/13/2016)

いやそれさあ、昨日調べたんだ、携帯で。全然わかんなくて。何月ごとはあるんだけど、いや、何月平均、平均？ってなって。…ブラジルって、ブラジルって暑いじゃんみたいな、日本よりきっと暑いじゃん。

(I looked it up yesterday, on my phone. I had no idea. There were things that shows monthly [average temperature], but I was like, “Monthly average? Average?” Brazil is, it's like, Brazil must be hot, probably hotter than Japan.)

As Mei stated, she prepared enough for the class on the previous day of the class even though she stated that she could not find the information she wanted. She ended up guessing Brazil is hotter than Japan throughout the year by looking at the monthly averages. However, Mei collected the information and organized it to create the presentation before the class. On the other hand, as Mr. Tanaka expected and mentioned in one of the pre-interviews, there was one male student in the same group who did not prepare before coming to class. He just read some information about Czech Republic having his phone out under his desk when he presented in the group. The main task, which required a lot of work outside of the class, seemed doable for some students such as Mei, but it seemed to be seen as too complicated to even give it a try for other students like the male student in the group.

The language production of Mei was accurate and she looked confident when she presented. Mei was chosen to present in front of class as a representative from the group. In order to make six representative students from each group more comfortable to present in front of class, Mr. Tanaka and I decided to provide some time to refine their presentations in their group (Group work 3). After the one minute of refinement time, Mei presented in front of class:

Excerpt 39. Mei's Presentation After Refinement (TBLT lesson 3, 9/13/2016)

I'm going to talk about Brazil. Population is more than Japan. Land area is twice as large as Japan. Average temperature is higher than Japan in summer and winter. Paralympic is holding in Rio now. Brazil is famous for amazon river, piranha, and carnival in Rio. Do you have any questions?

After refining Mei's presentation in the group, the underlined sentence was added. The discussion in Group work 3 went as below:

Excerpt 40. Refinement Discussion in Group Work 3 (TBLT lesson 3, 9/13/2016)

240. Satsuki: 今パラリンピックやってること言えば。
(Why don't you say the Paralympic Games are being held now?)
241. Mei: あ〜、え、何て言うの？
(Oh, wait, how do you say it?)
242. Satsuki: まあ書けないけど。
(Well, I can't spell it.)
243. S17: 開催中。
(Being held.)
244. Satsuki: パラリンピック、でいいのかな。
(Isn't just saying "Paralympic" good?)
245. Mei: Holding.
246. Satsuki: Is "be held" "hold"?
(開催されるって hold?)
247. Mei: Held?
248. Satsuki: Held, あ、hold の過去形か。
(“Held,” ha, it's the past tense of “hold.”)
249. Mei: Holding.
250. S17: 運営してる。
(Managing.)
251. Mei: Holding?
252. Satsuki: Holding Paralympic?
253. Mei: Paralympic.

At first Satsuki suggested just saying “Paralympic” is good enough in line 224. However, including S17, Mei and Satsuki decided to seek how to say “being held” in English. They brainstormed lots of options: holding, hold, held, and holding (line 245 to 252). Satsuki realized “held” is a past tense of “hold” in line 248 and suggested the expression “holding Paralympic” in

line 252. Mei seemed agreed with Satsuki's suggestion. However, Mei said "Paralympic is holding in Rio now" in her presentation later. I cannot be certain why Mei chose to say "Paralympic is holding" instead of "helding" that they discussed in the group. Mei might have got confused with all the options and she forgot what was discussed by the time she took a note in her worksheet, or she might have chosen "Paralympic is holding" on purpose because she thought that was correct.

254. Satsuki: In Rio.

255. Mei: Now.

256. Satsuki: Oh yeah, now.

257. Mei: Yeah. In Rio now だね。
(Yeah. "In Rio now." Right?)

Between line 251 and 257, Mei and Satsuki were mainly speaking in English. They sounded very animated and almost jokingly. It seemed to me that, this positive atmosphere encouraged Mei to present in front of class afterward and gave her confidence.

258. S17: 次は東京とか言っておけば。

(Why don't you say like, next is Tokyo or something?)

259. Mei: あー、ありがとうございます[S21 が電子辞書でパラリンピックの綴りを調べてくれたことに対して]。4年後東京。

(Oh, thank you [to S21 who showed S14 how to spell "Paralympic" on her electronic dictionary]. In four years Tokyo.)

260. S17: 4年後は東京。

(In four years, Tokyo)

261. Mei: あーパラリンピックって書けない。

(Ah, I can't spell "Paralympic.")

262. Satsuki: いいよ、カタカナで。どうせ読むんだから。

(You can just write it in Japanese. All you have to do is to read, anyway.)

In line 261, Mei showed that she was being nervous because she was going to present soon after that group work. Then Satsuki encouraged Mei saying "You can just write it in Japanese. All you have to do is to read, anyway" in line 262. At this point, Mei was focusing on writing down the

word “Paralympic” accurately to make sure there were no errors. On the other hand, the goal of the main task in Satsuki’s mind was to give a presentation orally to the class so Satsuki thought Mei did not have to pay attention to spelling.

Looking at the discussion held in the group from the beginning (line 240) to the end (line 262), the students were more interested in the content rather than in form. Also, Mei’s presentation had almost no grammatical errors and they had only one minute to talk in the group. Therefore, they ended up adding one sentence to Mei’s presentation. From this group work, it was evident that those four students (Mei, Satsuki, S17, and S21) engaged with this discussion and helped Mei to refine her presentation.

After all the TBLT lessons, Mei stated in the post-survey 「グループで同じテーマだと話す人が固定するけどバラバラだったから普段あまり話さない人と話せて少しは積極的に参加できたと思う。」 (When everyone in the group has one same topic to work on, always some certain people talk. However, the topics we had were different from each other this time. So it enabled me to talk with people that I don’t usually talk with and participate actively). Mr. Tanaka usually employs group work and assigns one topic that students in the group work on together. For example, in Mr. Tanaka’s traditional class observation I conducted before we implemented the TBLT lessons, he assigned the group work to students in which they create a day where people do something to save the earth, such as bicycle day, and where one student from the group presented the idea. As Mei stated, in this case, the work can be completed without engagement from all the students. However, the main task in the TBLT lessons enabled everyone in the group to engage and students to listen each other’s own ideas in their presentation.

5.2.4. Student 23, Satsuki

The second student is a female student, S23, Satsuki (pseudonym). She was also in Group 3. The score of her pre-test is 19/35 and post-test is 30/35. In the close-up video, Satsuki gave a proficient presentation to the group. Satsuki was also willing to help others and it was obvious in how everyone else trusted her as a mediator, as we will see in the analysis. When Satsuki helped others, she was very gentle and she is also the kind of a student who is able to give others confidence. The reason why I chose Satsuki to analyze in this chapter is because she shines in group work helping others. Satsuki also stated in the pre-survey that her favorite activity in Mr. Tanaka's class is group work. As Mr. Tanaka stated in the interviews, group work is the key when there are 41 students in one classroom. I will analyze her actions and interaction in the group and how she mediates the other students' learning.

First, let's look at Satsuki's presentation in the main task (Group work 2):

Excerpt 41. Satsuki's Presentation in Group Work 2 (TBLT lesson 3, 9/13/2016)

I'm going to talk about Alaska. Alaska population isn't more than Japan population. 少ない。少ないです (Small. Small.). First, the land area of Alaska is larger than Japan. The average temperature is cooler than Japan. ハハ。全部比較 (Haha, everything is comparative.). Alaska is famous for salmon and brown bear. There are many mountain and various animal. That's all. Thank you.

Satsuki was the first one to present in the group, however she appeared very confident. Satsuki seemed to have prepared well for the class. After she picked the card of Alaska at the end of TBLT Lesson 2, she came straight toward me and asked some questions about Alaska. In Excerpt 41, it is shown that Satsuki was trying to use the target form somehow, not only a comparative form by her utterance, 「ハハ。全部比較級。」 (“Haha, everything is comparative”). It seemed almost Satsuki was expressing her frustration that the “as ~ as” form

did not fit in her presentation even though she knew that was the target form she had to use in her presentation.

As shown in Excerpt 40, Satsuki stood out as a mediator among other students. She was very helpful but not overbearing. Now let's look at another situation in Group work 2 where Satsuki helped other presenter, S17:

Excerpt 42. Discussion in Group Work 2 (TBLT lesson 3, 9/13/2016)

206. S17: はい、I'm going to talk about ... Cote, ディーアイドバーって書いてあるんですけど。
(Okay, I'm going to talk about ... Cote, this says, dee-ai-do-baa.)
207. Satsuki: え、なんて？
(What does it say?)
208. S17: なんて読むかわかんない。
(I don't know how to read it.)
209. Satsuki: どこ？
(Where?)
210. S17: コートジボワールだと思う。
(I think it's *koto jibowaru*.)
211. Some students: コートジボワール。
(*Koto jibowaru*.)
212. Satsuki: こ？こ？ぼ？コートジボワール。
(Ko? Ko? Bo? *Koto jibowaru*.)
213. S17: はい、the country, へーコートジボワール、this country's population is 2 千 6 百万。
(Alright, the country, hmmm, *koto jibowaru*, this country's population is twenty six million.)
214. Satsuki: 日本より少ないか予測する。
(You guess whether if it's less than Japan.)
215. S17: That is less than Japan. でいいのかな。Average temperature, thirty, thirty, thirty. あ、なにこれ、えっと、All season.
(That is less than Japan. Is this okay? Average temperature, thirty, thirty, thirty, what is this, um, all season.)
216. Satsuki: 暑いのか？暑いのか？
(Is it hot? Is it hot?)
217. S17: All season 30 度。平均。日本より暑いんです。Land area is three times as big as Hokkaido.
(All season 30 degrees. Average. It is hotter than Japan. Land area is three times as big as Hokkaido.)
218. Satsuki: でかい。
(It's big.)
219. S17: でかい。終わりまーす。Questions ない？よね？
(It's big. I'm going to finish. Do you have any questions? No?)

As shown in Excerpt 42, the presenter S17 who picked Cote d'Ivoire was not prepared well enough to give a meaningful presentation in English. First, S17 was not sure about the pronunciation of the country, so she guessed and said "Cote, this says, dee-ai-do-baa" in line 206. Including Satsuki, and some other students said "Koto jibowaru" which is how to say Cote d'Ivoire in Japanese to help S17. In this case, the pronunciation "Koto jibowaru" was good enough to speak to the Japanese speaking audience so S17 moved on. Even after this, Satsuki helped through S17's presentation such as in line 214, "You guess whether if it's less than Japan." Satsuki basically told S17 what to do. By saying "Is it hot? Is it hot?" in line 216, Satsuki is helping S17 so that S17 remembers the goal of the presentation, which is to compare the country with Japan. In line 217, S17 said "Land area is three times as big as Hokkaido" using the target form. This expression was written down by Mr. Tanaka on the blackboard and had been there for about 15 minutes. After S17 said the sentence with the target form, Satsuki understood the meaning of S17's utterance and Satsuki said "It's big" in line 229 as if she shows her recognition for S17 trying. After all, because of Satsuki's mediation, S17 was able to finish her presentation.

Satsuki stated in the pre-survey that her favorite activity in Mr. Tanaka's English class was to brainstorm ideas for STEP 4 (main activity in Mr. Tanaka's traditional teaching lessons) in a group. Satsuki originally favored group work and working with others is her preferred learning style. As Mr. Tanaka stated many times in the interviews, TBLT lessons should ideally employ group work for students of varying proficiencies especially when there are many students in one class.

So far I have illustrated the overall students' and Mei and Satsuki's response and engagement. Most of them engaged with the TBLT lessons positively. One thing I noticed was

they adopted the system well, in which everyone had to present at least once whereas they did not always have to present in Mr. Tanaka's traditional teaching classes. There was no confusion about this and it seemed that most of the students were comfortable presenting in their group. However, engaging with the homework by the time the class started was difficult for some students. There were some students who spent a lot of time on the homework and created their presentations. On the other hand, it seemed there were other students that collected some information about the country/region from their phones during the 10-minute break before the class started. The goal of the main task was to create a presentation about a country/region. However, the effort that each student put into their presentation and the process should be evaluated properly, not only the language outcome.

5.3. Summary of the Chapter

In this chapter, I illustrated the students' response to the TBLT lessons in both overall level and close-up level. Overall, the students engaged with the TBLT lessons well because Mr. Tanaka and I employed task-supported language teaching (Ellis, 2003) to avoid making a drastic change to the lessons. In doing so, the students were able to engage with the lessons without having any confusion compared to Mr. Tanaka's traditional teaching lessons. However, what we asked for them (creating a presentation as homework) was somewhat discouraging for some students. Especially for who were not motivated in English learning or who judged the main task was beyond their academic ability.

In the close-up videos in which I focused on two specific students, Mei and Satsuki, they showed that they engaged not only with completing the task, but also with using the grammar focus "as (adjective/adverb) as." In addition, they showed that they mediated each other's or

other students' participation in group work and this led them to build knowledge together. As Mr. Tanaka expected that group work is the key when there are too many students for one teacher to monitor in a class. In this research, I focused on only one group to get a close-up video. However, we can expect that many different kinds of social interactions and knowledge building would have been happening in each group during the TBLT lessons. This chapter illustrated "how" the students learned in the TBLT lessons. The next chapter discusses "what" the students learned in the TBLT lessons by analyzing the results of their pre-test and post-test.

Chapter 6 Students' Learning Outcomes

This chapter presents the analysis of learners' pre-test and post-test. The findings will help to answer the third research question, "How does participating in TBLT impact students' language development?" The pre-test and post-test were scored with a scoring reference. After the tests were scored, the result of the pre-test and post-test were compared to another in order to find out the learners' language development. The following sections provide more details about the tests and findings.

6.1. The Administration of the Pre-Test and Post-Test

The pre-test and post-test were created to assess the learners' knowledge of grammar (in this case, the target grammar structure "as adjective/adverb as") (see Appendix C). The pre-test and post-test employed two parts to assess the grammar knowledge. The first part is a translation assessment (section 1) that consists of three items. In the assessment, learners fill in blanks to complete an English sentence that corresponds to the Japanese sentence shown on the test. The second part is a description assessment (section 2) that consists of four items. Instructions were provided in Japanese and asked learners to compare two things in each item and describe them in English in the section. Each item has a set of pictures and numbers (e.g., weight, height, age) that indicate that the two things are similar or the same. The items in section 1 of each test are slightly different (required different lexical items) from one another. The items in section 2 are the same in each test (see Figure 2.)

Section 1

Items	Correct answer
Pre test	
1) トルコは日本と同じくらいの国土を持っている。 The land area of Turkey is _____ Japan.	as large as
2) できるだけ気をつけて開けてね、とても壊れやすいから。 You have to unwrap it _____ you can. It's quite fragile.	as carefully as
3) ロリーはトミーほど背が高くなっていない。 Rory hasn't grown _____ Tommy yet.	as tall as
Post test	
1) ブルガリアは北海道と同じくらいの国土を持っている。 The land area of Bulgaria is _____ Hokkaido.	as large as
2) 彼女はもっと大きい声で歌うべきだ。 She should be singing _____ she can.	as loudly as
3) この箱は思ったほど重くない。 This box is not _____ I thought it would be.	as heavy as

Section 2 - Pre and post test




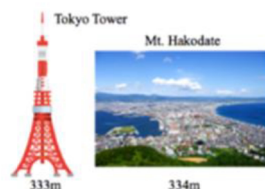
Items	Correct answer
1. 	The apple is as heavy as the orange.
2. 	The bicycle is as expensive as the bag.
3. 	Andy is as old as John.
4. 	Tokyo Tower is as high as Mt. Hakodate.

Figure 2. Items for pre-test and post-test

The scoring guideline for each test is shown below (Table 13).

Table 13. Examples of Scoring Guidelines

Score	Examples
5	The land area of Turkey is <u>as big as</u> Japan. Apple is <u>as heavey as</u> orange.
4	You have to unwrap it <u>as carefull as</u> you can.
3	A bicycle is <u>as cost as</u> a bag.
2	The land area of Turkey is <u>as have as</u> Japan. Andy is <u>as</u> <u>as</u> John.
1	The bike is <u>as value than</u> the bag.
0	She should be singing <u>more big voice</u> she can.

(See all types of answers in Appendix F)

Since the target grammar of the test is “as adjective/adverb as,” each item in both the pre-test and post-test was created to elicit the usage of the target grammar. Five points were given for a correct answer. As long as the answer includes the target grammar and conveys a meaning, at least three points were given to the answer even if the answer has an error or two. For example, the answer ‘A bicycle is *as cost as* a bag’ would receive three points. The rationale of the grading is that the answer 1) includes the target grammar, 2) has an error (a noun “*cost*” instead of an adjective “*expensive*”), but 3) it conveys the appropriate meaning. On the other hand, answers such as ‘The land area of Turkey is *as have as* Japan’ and ‘Apple is *as* (blank) *as* Orange’ would receive two points because even though they have the “as ~ as” structure, they do not demonstrate a meaningful sentence. Also, minor errors such as a spelling errors were not taken into consideration for the purpose of assessing learners’ grammar knowledge. For example, the answer ‘Apple is *as heavey as* orange’ would receive five points even though there is an extra “e” in “heavy.” Omission of an article seen in the sentence above is not taken in consideration as

well as a spelling error. Other than those standards, learners got partial scores depending on how close their answers were to the correct answer. Zero points were given in the case of providing a completely wrong answer or no answer. In each test, section 1 was composed of three items and section 2 was composed of four. So the total score of each test is 35 points. The scoring system using those standards was shared with my advisor who also has years of experience of teaching a second language. We randomly picked 10% from each test and she scored the tests following the scoring guidelines. In discussing the scoring, we finetuned some items such as giving two points to the answer ‘The land area of Turkey is *as have as* Japan’ instead of three. The rationale is that the answer does not convey a meaning even if it has the target structure. In this way, some changes were made and were applied to all the items before scores were analyzed.

The pre-test and survey were conducted on September 8, 2016, the day before the TBLT lessons began. The TBLT lessons lasted three class periods spread over three days (September 9, 12, and 13). The post-test and survey were conducted on September 14, 2016, the day immediately following the last TBLT lesson. Each test and survey lasted approximately 15 minutes and took place during the regular class time. 39 students out of 41 completed both pre-test and post-test. One student (S8) missed the pre-test and the other student (S3) missed the post-test. Also, one student (S25) chose not to fill anything in both pre-test and post-test and received zero points on both tests. It is very difficult to imagine he had no clue what to write on the tests because the tests asked basic questions. It is reasonable to assume he chose not to answer the questions on purpose. Due to these facts, the results from those three students were eliminated from consideration in the study. The results of the other 38 students were analyzed.

6.2. Results

The score of the pre-test and post-test for both section 1 and 2 are presented in Table 14. As shown in the table, the total score increased in the post-test compared to the pre-test. The means are 23.3 on the pre-test and 26.1 on the post-test. A paired *t*-test was conducted on the scores of the two tests. The paired *t*-test is used to compare the means between two related groups. The result of a paired *t*-test answers the question whether a treatment (in this study, the TBLT lessons) has an impact on the group. A paired *t*-test produces a *p*-value as a result of the test. The *p*-value is used to indicate if there is a significant difference between the two paired samples. Usually, if the *p*-value is smaller to or equal to 0.05, you can say there is a significant difference, which means the difference between two means was not caused by coincidence, but by the treatment.

The result of the *t*-test of the pre-test and post-test in the study showed that there was a significant difference between the scores of the two tests, $t = -3.8$, $p = 0.0005$ (See Table 15). It seemed that TBLT lessons had an effect on students' language development. However, it is useful to examine the results of section 1 and 2 respectively in order to investigate the more precise impact on learners' language development.

Table 14. Descriptive Statistics for the Pre-Test and Post-Test for both Section 1 and 2

	Pre-test total	Post-test total
Total score (Maximum:1,330)	887	991
Mean (Maximum:35)	23.3	26.1
Standard deviation	6.1	6.9
Range	8-33	8-35

Table 15. *t*-test Results Comparing the Pre-Test and Post-Test for both Section 1 and 2

Pre and Post-Test	n	<i>t</i>	<i>p</i> -value
Sections 1 & 2	38	-3.8476	0.0004553

6.2.1. Result from Section 1

Section 1 is a translation assessment which learners fill in blanks to complete an English sentence that corresponds to the Japanese sentence shown on the test. The items in each test are slightly different. The total score of the section 1 increased in the post-test compared to the pre-test as shown in Table 16. The means increased from 8.5 on the pre-test to 10.1 on the post-test. The result of a *t*-test showed that there was a significant difference between the two tests, $t = -3.9$, $p = 0.0003$ (Table 17).

Table 16. Descriptive Statistics for the Pre-Test and Post-Test for Section 1

Section 1	Pre-test total	Post-test total
Total score (Maximum: 570)	324	383
Mean (Maximum:15)	8.5	10.1
Standard deviation	3.2	3.3
Range	1-15	2-15

Table 17. *t*-test Results Comparing the Pre-Test and Post-Test for Section 1

Pre and Post-Test	n	<i>t</i>	<i>p</i> -value
Sections 1	38	-3.9485	0.0003392

Now, let's look at each item individually. Item 1 in both tests is a sentence that compares the size of a land area of two different countries and the correct answers for both tests are “as

large as” or “as big as.” The first item is very basic and simple. According to the Course of Study, the target grammar, “as ~ as” structure is first introduced at the second grade in junior high school level (MEXT, 2017b), meaning that learners are supposed to have known the expression for at least for a few years. On the pre-test, the mean is 3.6 out of five and it increased to 4.7 on the post-test. Plus, this expression, “as large as” was one of the examples that Mr. Tanaka used very frequently in the TBLT lessons and some learners used the same expression in their presentation. Therefore, those reasons led to the increase from the pre-test and post-test.

Item 2 is the only item that requires an adverb not an adjective in the “as ~ as” structure. Therefore, a lot of learners struggled to find the correct answer. On the pre-test, only two learners had a correct answer. The mean on the pre-test is 0.9 out of five. The mean increased to 1.8 on the post-test. However, it should be noted that all the six students who had a correct answer on the post-test wrote “as big as” which is more colloquial than the adverb, “loudly.” Also, it is clear that the word “big” is more familiar for English learners to use than either “carefully” or “loudly.” However, the number of students who wrote the “as ~ as” structure increased from eight on the pre-test to 12 on the post-test. That means the TBLT lessons had an effect on learners’ language development.

The structure of item 3 is “as adjective as” again. However, this is the only item that is a negative sentence. That means there is another possible correct answer other than the “as ~ as” structure. That is a sentence using a comparative form. On the pre-test, both “Rory hasn’t grown *as tall as* Tommy yet” and “Rory hasn’t grown *taller than* Tommy yet” could be considered as correct answers. On the pre-test, both “The box is not *as heavy as* I thought it would be” and “The box is not *heavier than* I thought it would be” are correct. The mean decreased from 4.1 on the pre-test to 3.6 on the post-test. The possible reason why the mean decreased from the pre-test

to the post-test is the choice of the adjective. Three types of errors were seen for the choice of the adjective “heavy” on the post-test (weight, big, and hard) and seven students in total chose one of them instead of “heavy.” However, only one type of error occurred for the choice of the adjective “tall” on the pre-test (high instead of tall) and only three students chose “high” instead of “tall.” Therefore, the decrease of the mean occurred because the word “heavy” was less familiar word for the students than “tall” was. However, the interesting thing was the ratio of the students who chose to use the “as ~ as” structure. On the pre-test, 23 students wrote a correct answer and received five points, which means they chose either the “as ~ as” structure or the comparative form. Looking at the details, 12 of these students (52%) chose the “as ~ as” structure (as tall as) and 11 students (48%) chose the comparative form (taller than). On the post-test, 21 students wrote a correct answer. 19 of these students (90%) chose the “as ~ as” structure (as heavy as) and two students (10%) chose the comparative form (heavier than). This indicates that the TBLT lessons aided in the acquisition of the target grammar, “as ~ as,” and students were able to use it on the post-test.

In sum, the TBLT lessons had an effect on students’ language development. However, the scores on the pre-test and post-test were influenced by the vocabulary item in each test that had different degree of difficulty and familiarity from the other test. In the next section, I will analyze the result for the section 2 that had exactly the same item in both the pre-test and the post-test.

6.2.2. Result from Section 2

Section 2 is a description assessment that students were asked to compare two things in each picture and describe it in English. Each item has a set of pictures and numbers that indicate

that the two things are similar or the same. Each item in both pre-test and post-test is completely the same. The total score for the section 2 increased from 563 on the pre-test to 608 on the post-test. The mean increased from 14.8 to 16 as well (Table 18). A *t*-test was conducted and the result showed that there was a significant difference between the two tests, $t = -2.3$, $p = 0.02$ (Table 19). Now, let's look at each item individually as well as the section 1.

Table 18. Descriptive Statistics for the Pre-Test and Post-Test for Section 2

Section 2	Pre-test total	Post-test total
Total score (Maximum: 760)	563	608
Mean (Maximum: 20)	14.8	16
Standard deviation	6.1	6.9
Range	4-20	2-20

Table 19. *t*-test Results Comparing the Pre-Test and Post-Test for Section 2

Pre and Post-Test	n	<i>t</i>	<i>p</i> -value
Sections 2	38	-2.3283	0.02547

In the section 2, the instruction was provided as “Please compare two things and describe them in English as many ways as you can” in Japanese. Also, three items out of four showed the exact same number for each set of pictures. This was enough to elicit the target grammar, “as ~ as,” and most of the students chose to use the structure in each item.

Item 1, where there is a picture of an apple and an orange which both weighs 300g, is a basic one. There was a variety of errors for the choice of the adjective “heavy,” as well as the Item 3 in the section 1 of the post-test, such as, weight, large, big, light, amount, instead of “heavy.” The mean increased from 3.7 on the pre-test to 3.9 on the post-test. 37 students out of

38 wrote the “as ~ as” structure on the post-test whereas 34 students on the pre-test figured out to use the structure. Even the student (S28) who wrote “Apple and *orenge* is same” on the pre-test figured out the structure on the post-test and wrote “apple is as 300g as orange.”

Again, item 2 seemed like a matter of vocabulary. The mean slightly increased on the post-test (3.57 to 3.63). 34 students on the pre-test wrote the “as ~ as” structure. Also, 34 students wrote the structure on the post-test. However, there was a lot of variety of errors as an alternative to the adjective “expensive,” such as cheap, per, cost, money, price, value etc. The TBLT lessons may have taught the “as ~ as” structure. However, what we could have improved was to teach which part of speech can go between two “as” segments.

On the other hand, fewer types of errors were seen on the item 3. This is because the item 3 is a basic question where students compare the age of two young children. The types of errors for the alternative for “old” were young, tall, age, same, and years old (such in “Andy is as years old as John”). The mean increased from 3.9 to 4.3. Some students will have hard time understanding why “as old as” is acceptable linguistically but not “as young as” (8 students on the pre-test and 9 students on the post-test wrote “as young as”). However, the possible reason why the mean increased on the post-test is that some students realized that “as old as” sounds more familiar and correct rather than those types of errors. Again, this is the point to be improved, that is to teach not only the structure but also the usage of the structure.

Item 4 is a tricky one. This is where students compare a 333 meter tower and a 334 meter mountain. Therefore, they could choose either the “as ~as” structure, or a comparative form as well as the item 3 in the section 1 of both pre-test and post-test. The mean increased on the post-test (3.9 to 4.1). 19 students answered this correctly and received five points for it on the pre-test. Four out of these 19 students (21%) chose to write the “as ~ as” structure. On the post-test, seven

out of 23 students (30%) who received the full five points chose the “as ~ as” structure.

Furthermore, two out of these seven students who chose the “as ~ as” structure left the same item blank on the pre-test (S1 and S6). The interesting point was that even though there is a one meter difference between the tower and the mountain, more students chose to use the “as ~ as” structure to compare the two objects after the TBLT lessons.

In sum, the result in both section 1 and 2 indicated that TBLT lessons had a positive effect on learners’ language development. Even though each item is different from the pre-test to post-test, learners showed their development on the post-test. Also, in the section 2 where each item is the same, learners showed some extent of development. Overall, the TBLT lessons that the teacher and I planned and conducted had an effect for learners to acquire the structure of the target grammar. However, as I mentioned above, we could have done better on teaching the usage of the target grammar, not only the structure.

Chapter 7 Discussions and Conclusions

This chapter discusses the findings from the previous chapters and answers the research questions. So far I illustrated the teacher's response that emerged in the interviews and the students' response to the TBLT lessons that was interpreted in the classroom observations. Also, the students' language development became clear by analyzing the results of the pre-test and post-test. Especially from the teacher interviews, it became clear that some restrictions and concerns exist in implementing TBLT in English classrooms in Japan. After finishing the implementation of the TBLT lessons with Mr. Tanaka in Forest High School in Japan, I noticed and realized many possibilities and improvements for future classes and studies. In this chapter, I will illustrate the implications of this for implementing TBLT in schools in Japan.

7.1. Discussions

In this section, the answers to the three research questions are discussed from the findings. The answer to the first research question: "How does a Japanese high school teacher of English respond to a TBLT lesson?" is found in the teacher interviews. In the interviews, Mr. Tanaka revealed both positive and negative feelings toward TBLT. Most of the negative feelings are derived from restrictions and rules of his public high school. Teachers must follow the curriculum by using a designated textbook in limited class period as prescribed by Course of Study. Having a designated textbook had a significant influence on the lesson planning between Mr. Tanaka and me, as Mustafa (2010) argues in her research. However, after implementing the TBLT lessons, Mr. Tanaka's attitude changed to a positive one since he found that the TBLT lessons led him and the students to the clear goal (the grammar focus) even though the lessons

covered the contents of the textbook and the lessons began with focus on meaning and ended with focus on forms, which is the opposite sequence to the traditional approaches such as PPP that had thrived in the field of English education in Japan.

The answer to the second research question: “How do Japanese high school students who are learning English respond to a TBLT lesson?” is reached via the findings of the classroom observations. Seen from the classroom observations, most of the students engaged well in the TBLT lessons. In education, student engagement refers to how they are interested in the classroom. In this study, most of the students completed the main task in their group and the students showed stronger engagement in the group work than when they were merely listening to the teacher. The students engaged with the TBLT lessons as much as they would do in Mr. Tanaka’s traditional teaching classes. The main reason for that is because Mr. Tanaka and I employed task-supported language teaching suggested by Ellis (2003) so that we can avoid making a drastic change. However, they showed strong interest when Mr. Tanaka and I gave model presentations, which they were not used to seeing in class. They seemed to enjoy listening to the teacher and a guest to their class rather than listening to the audio from the textbook. Also, on the day that the students were going to present their countries, most of them were looking at their scripts or phones to do some more research until the bell at the beginning of the class. However, the idea of the main task seemed to be too heavy a workload for some students. Some students came to class without preparing for the main task even though it was homework for them. Even so, most of the students were not hesitant to present in their group, which was not an activity that they often did in Mr. Tanaka’s traditional teaching lessons. The close-up observation showed that the students engaged with the main task in their group. They interacted with each other to help others to complete the main task.

The answer to the third research question: “How does participating in TBLT impact students’ language development?” can be addressed from the results of the pre-test and post-test. The results of the tests showed that the TBLT lessons had a positive effect on the students’ learning. In the post-test, more students used the grammar focus “as (adjective/adverb) as” rather than comparative forms which were more familiar to them at the time of the pre-test.

Conducting action research with my colleague enabled me to think about the real situation of English education in public schools in Japan. Also, there are things that I came to know as a result of my existing friendship with Mr. Tanaka. In the next section, I will illustrate the implications for future studies and English teaching in classrooms in Japan.

7.1.1. Theories, hypothesis and facts teachers in Japan should know

In Chapter 2, I illustrated the connection between the main task in this study and the three main hypotheses in the field of SLA. According to Krashen’s input hypothesis (1982), input is the central mechanism for language acquisition to occur. In the TBLT lessons that Mr. Tanaka and I implemented, the role of input was an essential element. Even though input was carried out in the shape of priming in the study, it played an important role for the students to notice and figure out the grammar focus.

After the students were provided sufficient input and ‘noticed the gap’ (Schmidt & Frota, 1986), the students were ‘pushed’ to produce output to fill the ‘gap.’ That is based on Swain’s output hypothesis (1993). Even though the students were ‘pushed,’ they were provided enough support to complete the task. Thus, it is important to connect the input phase with the output phase.

In the group work where the students talked about their language production and the language itself, a great deal of interaction happened among students. According to Long's interaction hypothesis (1996), when a problem happens in communication with other interlocutors, learners acquire a second language by negotiating for meaning and form. Even though the main task in the research was for the students to give a presentation and it looks like a one-way activity, we were able to make opportunities for them to interact by making time to ask questions about each other's presentation. However, Mr. Tanaka and I put too much focus on having the students create their own presentation and present it rather than giving comments on other students' presentation so that the students can negotiate for meaning and form. Yet, it is possible to create a situation for students to negotiate for meaning in TBLT depending on the task design.

Another thing that showed a positive effect in the group work was the notion of collaborative dialogue that Swain suggested (2000). In the group work where the students helped each other to create their presentations to present, some students worked on solving problems together to complete a task. The problems that they ran into were sometimes about the grammar focus and at other times they were about the content of their presentations. In either case, the students were negotiating for meaning or form and building knowledge through social interaction.

As I mentioned in Chapter 2, the three hypotheses (Krashen's input, Swain's output, Long's interaction hypothesis) are interwoven in TBLT. After conducting this research, I found that the three hypotheses should have strong connections with each other no matter what kind of task the TBLT lesson employs. All the three hypotheses are essential elements in second language learning and language instructors should consider them when they design tasks.

However, it is also important to consider the types of learners and the teaching context when designing such tasks.

As Yamazaki (2005) and Doi (1979) argued, Japanese people tend to avoid uncertainty and to avoid making mistakes as much as they can. In order to avoid the ‘shame,’ they would wait until they become confident that they can resolve the situation. As Mr. Tanaka mentioned in the interviews, he had also acknowledged the fact that his students had this tendency. However, Mr. Tanaka and I solved the problem by providing them enough input in priming and time that they can talk with their peers about their presentation. Also, employing group work in small groups made them feel more comfortable about presenting. That way, the students were able to focus on being accurate, which is one the characteristics of Japanese learners. Yet, it did not hinder them from being fluent and focusing on meaning, which is the idea that underlies TBLT.

Also, it would benefit English education in Japan if the English-only approach prescribed in Course of Study were better understood by teachers in Japan. Mr. Tanaka spoke English most of the time in both his traditional teaching lessons and the TBLT lessons. He only spoke Japanese when he had something important to tell the students such as when he told them about a vocabulary test that he was assigning, and when he was explaining about the grammar focus in the phase of focus on forms in the TBLT lessons. The students were mainly speaking Japanese except for when they were presenting. Speaking an L1 when learning an L2 does not hinder L2 learning and it should not be discouraged as Alegría de la Colina and del Pilar García Mayo’s study shows (2009). However, Mr. Tanaka’s attitude that he was willing to use English all the time made the students feel comfortable when they presented and gave them confidence that they can use English even though their English is not perfect. Ellis recognizes the limited proficiency of Japanese English teachers in the interview conducted by Anaheim University (2014).

However, he suggests that teachers should show students that they can use English as a communication tool as Mr. Tanaka did. Mr. Tanaka's practice of the English-only approach should be regarded as a good model.

7.1.2. Suggestions for teachers

In this section, I will illustrate the implications for the teachers in Japan who are trying to employ TBLT in their classrooms. The first one I would like to share the implications of is Mr. Tanaka. As he showed in the interviews, he stayed very positive about adopting to TBLT. However, even after the implementation of the TBLT lessons, he stated some challenges about adopting to TBLT. At the time of the data collection, I was not completely sure about what to tell him about the efficacy of TBLT. However, after analyzing all the data from the study, I would like to tell him that TBLT could work even in his teaching context and he will be a great pioneer to introduce TBLT to the field of English education in Japan. As for the challenges he mentioned in the interviews, I would tell him that he does not always have to employ TBLT all the time. TBLT could be implemented in his traditional teaching lessons like he and I did. Especially, the main task with split information we designed worked well, allowing each student to work on a different topic so that each of them had more chances to present and show their language development. I hope he will become a pioneer and pass down the knowledge of TBLT to as many of his colleagues as possible.

In the case of Mr. Tanaka of Forest High School, I passed down and introduced the knowledge of TBLT to him within a research study, which required a lot of time and work. It is obvious that Mr. Tanaka spent a lot of time to participate in this study. However, this is not the only way to spread the knowledge. Teachers in Japan should facilitate further opportunities for lesson study. According to Fernandez and Yoshida (2004), lesson study is a direct translation for

the Japanese term *jugyokenkyu*, and it has been recognized as a place for professional development recently. In lesson study, teachers engage in observing and discussing model lessons in order to improve their teaching. The most popular venue for a lesson study is within a school and the lesson study is conducted by a teacher at the school. It is called *konaikenshu*, which means in-school training. Schools also often invite outside advisors to do the model lessons for teachers to observe. The idea of lesson study has been around for a long time so teachers in Japan are very familiar with it. In order to share the idea of TBLT, conducting lesson study on TBLT is the most effective way. They could invite a researcher from a university or a teacher who already has learned and been practicing TBLT like Mr. Tanaka for a model teacher. They can also have a series of lesson studies to deepen the understandings of TBLT. They could start with a lecture of TBLT and then move onto the observations of model classes, discussion about their practices, etc. Lesson study is the best way for teachers in Japan to learn a new method like TBLT with minimum time and maximum efficacy. In the following sections, I will illustrate more detail about the implication for the teachers in Japan to encourage them to adopt TBLT.

7.1.2.1. Learn more about TBLT

As Mr. Tanaka revealed in the interviews, he showed both positive and negative feelings about TBLT. After the TBLT lessons, Mr. Tanaka's attitude changed into a positive one. Implementing the TBLT lessons and feeling confident after the lessons caused this change in his attitude. However, it was difficult for him to grasp the idea of TBLT and become positive and certain about TBLT before the implementation of the TBLT lessons. Even though Mr. Tanaka was familiar with the idea of focus on meaning before the research, he did not reach the point

that he became certain and confident about the TBLT lessons after the only a few hours of the TBLT lesson planning.

What I would recommend Japanese teachers who are trying to employ TBLT is that they should read literature about TBLT and observe TBLT classes. Especially, it is important for them to learn the idea of focus on form that Long suggests (2000). He views focus on form as a main principle of TBLT. English teachers in Japan teaching within the Course of Study acknowledge that there was a number of curriculum changes brought by “drastic swings of the pendulum” (Long, 2000, p. 179). The drastic swings were made between focus on meaning and focus on form and it rings a bell even if English teachers in Japan are not familiar with the terms. Long (2000) views focus on form as “how attentional resources are allocated and involves briefly drawing students’ attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, etc.) *in context*, as they arise incidentally in lessons whose overriding focus is on meaning, or communication” (p. 185). The most important thing than I would like to emphasize is the phrase, “in context” that was not considered in structural methods such as PPP (Presentation, Practice, Production) that has been spreading in English classrooms in Japan or in strong Communicative Language Teaching that ignores the importance of developing learners’ grammatical competence. Focus on form that Long (2000) suggests sit on the bottom of the pendulum and helps language classrooms to be both communicative but also respect the importance of grammar focus of the lesson. In order to attempt to teach with TBLT, it is essential to develop a class with the notion of focus on form as Ellis (2016) describes as “integral” to TBLT. However, most of the teachers in Japan have to teach the contents that are in the curriculum with textbook that follow the curriculum. However, it is not impossible to adopt

TBLT even if teachers have to follow the curriculum and textbooks as Mr. Tanaka and I showed in the study.

7.1.2.2. Employ task-supported language teaching

The examples of tasks are found in a lot of literature. For example, Willis and Willis (2013) showed a number of listening and reading (input-based) tasks and speaking and writing (output-based) tasks. As long as the task meets the criteria shown in Chapter 2, tasks can be designed in many ways. Then, how should a task be designed in the teaching context which has constraints (i.e. curriculum and textbooks) such as in Japan? Ellis (2003) suggests distinguishing a task between task-supported language teaching and task-based language teaching. Task-supported language teaching sees tasks as a communicative activity that is a part of a traditional teaching and task-based language teaching sees a task as a main activity for the class. In this study, Mr. Tanaka and I employed task-supported language teaching to follow the flow of Mr. Tanaka's traditional teaching. What we did was only replacing the part which Mr. Tanaka calls "STEP 4 Creative Question" with a main task that meets the criteria of a task in TBLT. In the task-supported language teaching lessons of this study, Mr. Tanaka covered all the contents and vocabulary words that he had to teach as he would in his traditional teaching lessons. On top of that, he provided a task in which students engaged in meaningful communication and led them to learn the grammar focus by the end of the lessons by employing task-supported language teaching. In that sense, TBLT appropriately suits the teaching context where there is a college/high school entrance exam that is geared toward grammar knowledge as Kikuchi and Browne (2009) point out. Ellis (2009) states that TBLT could be complement to the traditional structural teaching in some teaching context, such as in Asian countries. Also, there are some

other researchers that also show a “weak form of TBLT” (Skehan, 2003) was suitable in their research contexts.

Ellis emphasizes in the interview by TESOL academic (2014) that it is possible to teach a structural textbook using TBLT after acknowledging that some grammatical features are only to be learned intentionally with a specific explanation of the form or the rule, such as the “s” in the third person singular form. Ellis’s statement answers one of Mr. Tanaka’s concerns about his future TBLT lesson plans. He revealed that he is not sure how to make a task with a minor form such as “preposition + relative pronoun” (e.g., ... in which ...). According to Ellis’s interview by TESOL academic (2014), Mr. Tanaka should not worry about making every lesson into TBLT. Ellis also emphasizes in the interview that TBLT is not a replacement for PPP and stated “we shouldn’t see TBLT as a bandwagon that abandons PPP.” Thus, teachers in Japan should keep in mind that TBLT is not a panacea that changes their classroom. They still have to think about what the best is in their teaching context and sometimes they have a choice not to employ TBLT depending on what they are trying to teach.

7.1.2.3. Utilize “small teachers (スモールティーチャー)” in classrooms

As number of researchers (Ellis, 2009; Kikuchi & Browne, 2009; Nakata, 2011) point out, class size was one of the major concerns while Mr. Tanaka and I planned the TBLT lessons. Under the circumstance of more than 40 students in a class, it is very difficult to monitor each student. Ellis states that an input-based task is easier to do but it is also possible to do an output-based task if a classroom teacher becomes a good classroom manager to make all the students engage in the class (TESOL academic, 2014). In regards to this point, classroom teachers in Japan are good at making pairs and groups rapidly and the students are used to it since pair work

and group work are common in classrooms in Japan. It is possible to occasionally give an input based task that each student can work on individually. However, having students work with their peers is the key to making TBLT work in classrooms in Japan most of the time. The term “small teacher” is often used in the field of Japanese education and it indicates students who mediate other students as if they are teachers. If there are too many students for one teacher to monitor, teachers should facilitate the small teachers so that they can help other students in the class. As we saw in Chapter 5, students can teach and become a model to each other. They negotiate for meaning as Long’s interaction hypothesis (1996) shows and they can negotiate for form as Swain (2000) suggests in her notion of collaborative dialogue. During the social interaction, learners can acquire a second language and they can even build knowledge about the language. When there is a large number of students in one class, teachers should facilitate the social interaction among students as well as the one between a student and a teacher. Even if there is not many students in a classroom, the social interaction that brings knowledge building to students should be respected.

7.1.3. For future research

Conducting research in a public high school in Japan was a good experience for me as a researcher. Almost everything went according to plan as I expected since I also had an experience working as an English teacher in public schools in Japan. Also the participant in the study, Mr. Tanaka, is my colleague and he was very helpful. That made this study go smoothly and without any major issues. However, I have some suggestions to the future researchers who would conduct the same kind of research in Japan.

In this study, the original idea was to compare the results of a control group and an experimental group. However, the idea was not accepted by the administrators of Forest High School. The reason for this is to maintain fairness between classes. Thus, I changed the plan to conducting the study in one class so that there is no classes which does not receive TBLT lessons just for the reason to have a control group. Up to the high school level, it seems that people assume every student should have a right to receive the same type and amount of education. However, if the same kind of study was conducted in other sites such as in college where there is less concern of being fair to every single student, it should compare the difference between a control group and an experimental group in order to find the outcome of TBLT lessons.

Also, the study was conducted with high school students that have already received years of formal English instructions in school and have developed cognitive functions to complete tasks. As Mr. Tanaka mentioned in the interviews, he became confident employing TBLT in a high school level English class but not for younger students such as elementary school level. According to the plan of the newest version of Course of Study issued by MEXT (2017a), students in elementary schools in Japan will begin learning English at third grade (9 and 10 years old) in 2020. It will give confidence to a lot of teachers in Japan if more research on and examples of TBLT lessons achieve notoriety and attention.

7.2. Conclusions

This study casts a light on the possibilities of TBLT in classrooms in Japan. At my research site, the TBLT implementation finished with the teacher being confident about future TBLT lessons and the students' positive language development. This study also shed light on the issues and constraints that are likely to be barriers when teachers in Japan implement their TBLT lessons in the future, such as time, textbook, etc. Also, as Ellis (2009) notes, the philosophy of

TBLT may be radically different from that of the teachers in Asian countries and that makes it hard for them to employ TBLT. However, the findings of this study show that there definitely is a place for TBLT in classrooms in Japan as long as TBLT is understood and implemented in an effective way. In order to do that, figuring out and understanding the teaching context and creating TBLT lessons that are well suited for the students is crucial (e.g., shared information vs. split information, group work vs. individual work). TBLT will be there to help teachers in Japan to deepen their understanding of second language teaching and will likely be primarily practiced by the teachers with a strong inquiring mind not by “teaching robots” as one of my colleagues mentioned.

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Appendix
List of Appendices

	Page
Appendix A. IRB Approval Letter.....	138
Appendix B. Scripts of the Teacher Interviews	139
Appendix C. Pre-Test and Post-Test with Surveys.....	140
Appendix D. Dialogue of the Lesson 14-1 Used in the TBLT Lessons and its Layout in the Textbook	143
Appendix E. Worksheet Used in the TBLT Lessons	146
Appendix F. Answers and Scores of Pre-Test and Post-Test	148
Appendix G. Excerpts	150

Appendix A. IRB Approval Letter



Institutional Review Board

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June 14, 2017

To: Sabine Siekmann
Principal Investigator
From: University of Alaska Fairbanks IRB
Re: [912991-6] Implementing Task-Based Language Teaching in a High School in Japan: Analyzing its Impact through Action Research

Thank you for submitting the Other referenced below. The submission was handled by Expedited Review under the requirements of 45 CFR 46.110, which identifies the categories of research eligible for expedited review.

Title:	Implementing Task-Based Language Teaching in a High School in Japan: Analyzing its Impact through Action Research
Received:	June 14, 2017
Expedited Category:	7
Action:	APPROVED
Effective Date:	June 14, 2017
Expiration Date:	July 1, 2018

This action is included on the June 21, 2017 IRB Agenda.

No changes may be made to this project without the prior review and approval of the IRB. This includes, but is not limited to, changes in research scope, research tools, consent documents, personnel, or record storage location.

Appendix B. Scripts of the Teacher Interviews

Pre-interview

1. What did you think about TBLT after reading the literature about it?
2. Do you have any questions about TBLT?
3. Do you think TBLT enhances students' English development? Why or why not?
4. What difficulties or issues might arise with applying TBLT?
5. Would you consider applying TBLT to everyday teaching? Why or why not?

Post-interview

1. What did you think about TBLT after implementing the lessons?
2. Do you think TBLT enhanced students' English development? Why or why not?
3. How did you feel about the students' engagement in TBLT lessons?
4. Did any difficulties or issues arise?
5. Would you consider applying TBLT to everyday teaching? Why or why not?
6. If yes, how would you modify TBLT in your teaching context?

Appendix C. Pre-Test and Post-Test with Surveys

Pre-Test and Pre-Survey

Note: Thank you for participating in this research. The results of the test will be used only for the research and will not affect your grade.

1. Please fill in the blank with words that fit in the Japanese sentences.

1) トルコは日本と同じくらいの国土を持っている。

The land area of Turkey is as large as Japan.



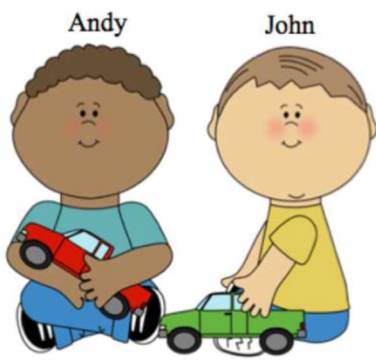

2) できるだけ気をつけて開けてね、とても壊れやすいから。

You have to unwrap it as carefully as you can. It's quite fragile.

3) ロリーはトミーほど背が高くなっていない。

Rory hasn't grown as tall as Tommy yet.

2. Please compare two things and describe them English as many as you can.

			
<p>300 g 300 g</p>		<p>12,900 yen 12,900 yen</p>	
			
<p>Andy John</p> <p>3 years old 3 years old</p>		<p>Tokyo Tower Mt. Hakodate</p> <p>333m 334m</p>	

3. Please complete the following questionnaire.

Note: There is no right or wrong answer for these questions. If you feel uncomfortable answering them, you don't have to. Also, the answers will not affect your grade.

- 1) What kind of activities do you like the most and least in English class? Please specify.

Example:

I liked the discussion about ~ we had when we were in 2nd grade.

I like a pair work that we always do in Mr. ~'s class because my partner and I can help each other.

- 2) What do you want to do with English in the future?

Example:

I need English for my career because I will succeed in snowboarding in the world near future.

Post-Test and Post-Survey

Note: Thank you for participating in this research. The results of the test will be used only for the research and will not affect your grade.

1. Please fill in the blank with words that fit in the Japanese sentences.

- 1) ブルガリアは北海道と同じくらいの国土を持っている。

The land area of Bulgaria is as large as Hokkaido.

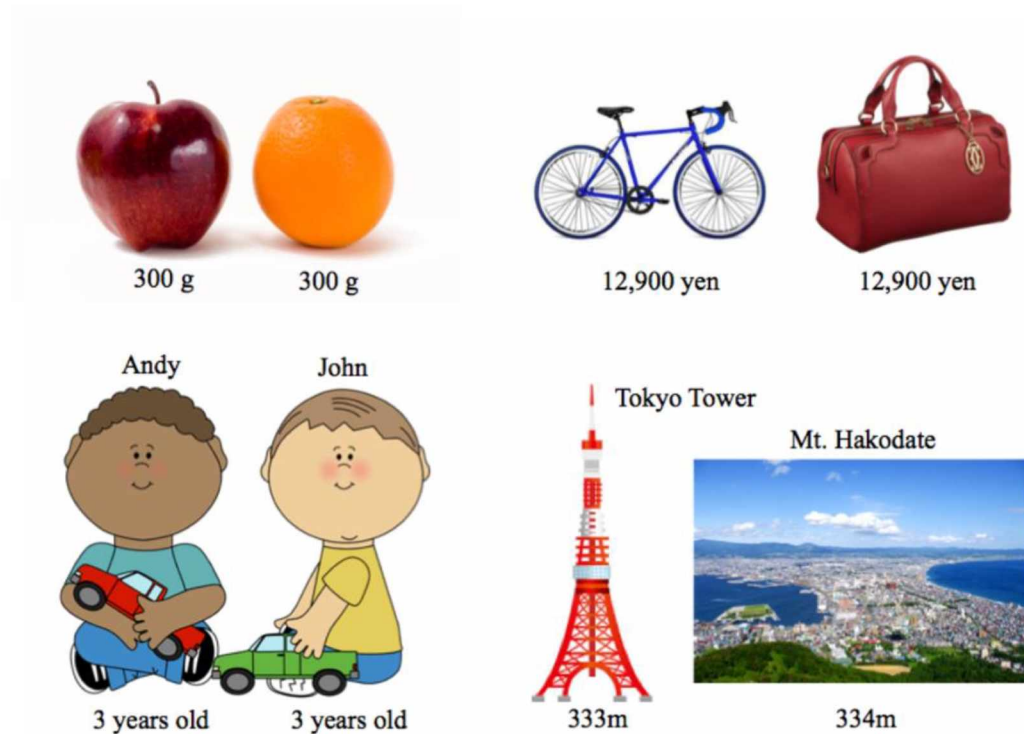
- 2) 彼女はもっと大きい声で歌うべきだ。

She should be singing as loudly as she can.

3) この箱は思ったほど重くない。

This box is not as heavy as I thought it would be.

2. Please compare two things and describe them English as many as you can.



3. Please complete the following questionnaire.

Note: There is no right or wrong answer for these questions. If you feel uncomfortable answering them, you don't have to. Also, the answers will not affect your grade.

- 1) What did you learn from three lessons on Monday, Tuesday, and Wednesday?
- 2) - 1. Please specify the differences you noticed in the three lessons on Monday, Tuesday, and Wednesday compared to other regular lessons.
- 2. How do you feel the differences affect your English development?

Appendix D. Dialogue of the Lesson 14-1 Used in the TBLT Lessons and its Layout in the
Textbook


[Dialogue]

The Rose Valley is a region around the cities of Kazanlak and Karlovo, located 30 miles apart, in central Bulgaria. Here world-famous Bulgarian roses are cultivated to make essential oil. The mild climate - particularly the spring weather, with its frequent rainfalls, soft sunshine, humid winds and cool nights - provides the perfect conditions for these special roses, which have properties different from those cultivated anywhere else. The season for picking roses starts in the second half of May and ends around mid-June. During this time, the whole valley smells of roses. The flowers are gathered early in the morning while the morning dew is still on them. People pick the flowers off by holding the petals with three fingers and gently lifting them up. Later in the day, the oil contained in the flowers will lose its delicate aroma. So the petals are transported to the distilleries as quickly as possible.

[Layout]

LESSON
14

The Rose Valley



?


- What are these flowers?
- What are they wearing?

Keywords
Bulgaria, rose

Words
30?

Theme
Every country has its unique culture.

人々が自国の文化に感じている誇りを読み取りましょう。



ブルガリア共和国
首都: ソフィア
言語: ブルガリア語
人口: 7,476万人(2011年)
メモ: 北海運よりも少し大きな国土であるブルガリアは、ヨーグルトや温泉、数多くの遺跡で有名です。2007年にはEUに加盟しています。

LESSON 14 47

LESSON 14

1 region (rɪdʒən)
apart (əˈpɑːt)
cultivated (kʌlˈtɪveɪtɪd)
essential (ɪˈsenʃəl)
frequent (frɪˈkwənt)
humid (hjuˈmɪd)
provide (prəˈvaɪd)
properties (prəˈpɜːtɪz)
property (prəˈpɜːtɪ)
provide A for B

2 smell (smell)
dew (djuː)
petals (ˈpetəls)
delicate (dɪˈleɪkət)
aroma (əˈrəʊmə)
distilleries (dɪˈstɪlərɪz)
distillery (dɪˈstɪlərɪ)
pick ~ off
as ~ as possible

1 The Rose Valley is a region around the cities of Kazanlak and Karlovo, located 30 miles apart, in central Bulgaria.

Here world-famous Bulgarian roses are cultivated to make essential oil. The mild climate — particularly the spring weather, with its frequent rainfalls, soft sunshine, humid winds and cool nights — provides the perfect conditions for these special roses, which have properties different from those cultivated anywhere else.

2 The season for picking roses starts in the second half of May and ends around mid-June. During this time, the whole valley smells of roses. The flowers are gathered early in the morning while the morning dew is still on them. People pick the flowers off by holding the petals with three fingers and gently lifting them up. Later in the day, the oil contained in the flowers will lose its delicate aroma. So the petals are transported to the distilleries as quickly as possible. <150 words>



バラの谷(カザンラク)

次の英文が本文の内容に合っていればT, 合っていなければFをカッコの中に書きなさい。

1. The Rose Valley is an area in central Bulgaria in which lots of roses are grown to produce rose oil. ()
2. The rose gathering season starts at the beginning of May and ends in late June. ()

9. 11. those は何を指すか。 16. them は何を指すか。 18. them は何を指すか。

2. Kazanlak (kəˈzɒnlək) カザンラク。 3. Karlovo (kɑːrˈləʊvəʊ) カロロヴォ。 4. Bulgaria (bʌlˈɡɛəriə) ブルガリア共和国。
5. Bulgarian (bʌlˈɡɛəriən) ブルガリアの。 7. essential oil 精油、植物から抽出された芳香性の液体。

48 LESSON 14

LESSON 14

Picture Board

● カッコの中に適当な語を入れて、本文に関連する内容を表す写真のキャプションを完成させなさい。



() is famous for its roses.



Rose oil is used to make perfumes and ().



People pick the flowers off by holding the () with three fingers and lifting them up.



This is an old () machine for rose oil.



The morning () is on the roses.

52 LESSON 14

The Rose Valley

2

1 Bulgaria's tradition of producing high-quality rose oil, which is a source of national pride for the country, dates back to the 17th century. The original roses were brought from Persia to Bulgaria by the soldiers of Alexander the Great, long before distillation first started. Unique Bulgarian technologies for oil distillation have been developed over many years to ensure the world's best quality.

2 The rose oil is called "the liquid gold" of Bulgaria, because it's a precious product, used mainly to make perfumes, cosmetics, chocolates and jam. At this time, the oil is three times as expensive as solid gold. As many as 1,300 rose flowers are needed to produce just 1 gram of oil.

3 The Rose Festival takes place during the first week of June.

One of the festival's traditions is

a rose-gathering ritual performed by people dressed in traditional costumes. Folk dancers, singers and musicians march along in the Parade of Roses, celebrating

the rose harvest. <157 words>



バラ祭りの様子

1 soldier(s) (sɒldɪə(r))
distillation (dɪˈstɪleɪʃən)
ensure (ɪnʃʊə)
date back to

2 liquid (lɪkwɪd)
product (prɒdʌkt)
perfume(s) (pɜːfjʊm(s))
cosmetic(s) (kɒsmetɪk(s))
solid (sɒlɪd)
at this time

3 ritual (rɪˈtʃʊəl)
costume(s) (kɒstjʊm(s))
parade (pəˈreɪd)
harvest (hɑːrvɪst)

次の英文が本文の内容に合っていればT, 合っていなければFをカッコの中に書きなさい。

1. The first roses were brought to Bulgaria by the soldiers of Alexander the Great in the 17th century. ()
2. One of the main events in the Rose Festival is a ritual where people dressed in traditional costumes gather roses. ()

音声聞いて、p.49の写真の内容に合っているものをA~Dから選びなさい。

9. 9. it は何を指すか。

4. Persia (pɜːʃiə) ペルシア。 4. Alexander (ælɪˈɡzændər) the Great アレクサンドロス大王(356-323 B.C. マケドニアの王)。

LESSON 14 49

Appendix E. Worksheet Used in the TBLT Lessons

Lesson 14-1

The Rose Valley (1)

Class: No.: Name:

Date: . . .

教科書P. 48

★ CAN-DO ★

・ブルガリアの人々が誇りにしていることについて理解し、様々な国の誇りにしていることを説明できる。

STEP1: Comprehension

1.

2.

3.

STEP2: Vocabulary Check

	Japanese	English
1	地域、地方	
2	離れて	
3	耕す、栽培する	
4	本質的な	
5	頻繁に	
6	湿気の多い	
7	～を提供する	
8	財産、資産	
9	においがする	
10	日と同じくらいAだ	

STEP3: Q & A + MEMO

Q1 What is the region around Kazanlak and Karlovo famous for?

Q2 Why is this region perfect for cultivating roses?

Q3 When is the season for picking roses?

Q4 Why do they pick the flowers in the morning?

STEP 4: Creative Question

Today's Question:

Who?	Answer!

MEMO

Appendix F. Answers and Scores of Pre-Test and Post-Test

The numbers in parentheses indicate the number of the students who had the answers. If there is no parenthesis, it means there was one student who wrote the answer.

Section 1

	Pre test Item 1	Points	Post test Item 1	Points	Pre test Item 2	Points	Post test Item 2	Points	Pre test Item 3	Points	Post test Item 3	Points
Correct answers	as large as (16)	5	as large as (28)	5	as carefully as (2)	5	as big as (6)	5	as tall as (12)	5	as heavy as (17)	5
	as big as	5	as big as (4)	5		5			taller than (11)	5	as heavy as	5
	as large as that of	5	as large as that of	5							as heavy as heavier than (3)	5
Errors												
	Omission of adjective											
Wrong adjective	as as (2)	2	None		None		None		None		None	
	as	1										
Wrong adjective	as same as (3)	3	as much as (1)	3	None		None		as high as	4	as big as as hard as	3
	as many as	3										2
Noun instead of adjective/adverb	as size as	3	as area as (1)	3	None		None		None		as weight as (2)	3
Verb instead of adjective/adverb	as have as (7)	2	as have as (2)	2	as broke as (1)	2	None		None		None	
	as has as	2	as hold as (1)	2								
	as have it as	2										
	as have as the land are a of	2										
	as hold as	2										
Adjective instead of adverb	Doesn't apply		Doesn't apply		as careful as as well as	4	as loud as	4	Doesn't apply		Doesn't apply	
					as possible as (3)	2	as big as possible (2)	4				
No answer	None		None		8 students	0	5 students	0	None	0	3 students	0
Others	had as large as	4	None		as possible as careful carefully (2)	2	more loudly (2)	2	taller	2	more heavy than (3)	3
					as	1	more loudly	2	higher than	2	more heavy	2
					is careful	1	bigger than (4)	2	not as tall as	4	more weight than	2
					take care of (2)	0	louder voice	2	not as tall as	4	heavy	1
					carefore	0	larger than (3)	1	no as tall as	1	No heavy	1
					take care	0	more bigger than	1	as not tall as (2)	3	much weight	1
					is careful	0	more voices than	0	more tall than	3	weigher than	1
					be care of	0	more than large voice	0	not teller than	2		
					care of	0	biggest	0	less than	2		
					possible	0	more big voice (3)	0	isn't taller	2		
					opposed	0	more big voice than	0	higher than tall	1		
					open the door	0	the biggest	0	to	0		
					open (3)	0	the song more large	0	than told	0		
					better than	0						
					very broke down	0						
					Amazing break	0						
					very head	0						

Section 2

	Pre test Item 1	Points	Post test Item 1	Points	Pre test Item 2	Points	Post test Item 2	Points	Pre test Item 3	Points	Post test Item 3	Points	Pre test Item 4	Points	Post test Item 4	Points
Correct answer	as heavy as (9)	5	as heavy as (12) as heavy as (2)	5	as expensive as (13) as expensive as as much as (2)	5	as expensive as (16) as expensive as (3) as expensive as	5	as old as (19)	5	as old as (23)	5	as tall as as high as taller than (7) higher than (9) not as high as (2)	5	as tall as (2) as high as (3) taller than (4) higher than (12) not as high as (2)	5
Errors																
Omission of adjective	as as (2)	2	as as	2	as as	2	as as (3) as	2	None	1	None		None		None	
Wrong adjective	as large as (4) as big as as light as (4) as right as	4 4 4 4	as large as (3) as big as as light as (7) as right as (2)	4 4 4 4	as cheap as (4) as large as as same as as right as	4 4 4 4	as cheap as (4) as same much as per as as tall as	4 3 2 2	as young as (7) as young as as same as (2) as tall as	4 2 3 2	as young as (9)	4	None		None	
Noun instead of adjective/adverb	as weight as (5) as wight as as weigh as (2) as amount as as size as	3 3 3 3 3	as weight as (6) as bit as	3 3	as cost as (2) as money as (2) as price as as value as (2)	3 3 3 3	as cost as as money as	3 3	None		as age as (1)	3	None		None	
Verb instead of adjective/adverb	None		None		as pay as as weigh as	3 2	as sell as (2)	3	None		None		None		None	
Adjective instead of adverb	Doesn't apply		Doesn't apply		Doesn't apply		Doesn't apply		Doesn't apply		Doesn't apply		Doesn't apply		Doesn't apply	
No answer	2 students	0	1 student	0	3 students	0	3 students	0	1 student	0	None	0	2 students	0	1 student	0
Others	weight of apple is as heavy as orange Apple weight as same as orange yet Apple is grom as heavy as Orange Apple and orange is same Orange is righter than apple.	4 2 2 1 0	An apple as same weight as a orange apple is as 300g as orange	2 2	Bycoyle is cost as cheap as bag Biko and bag is same maney. A bike is buy as cost as bag.	2 2 2	Bike and bag is 12,900 yen	4	Andy is 3 years as old as John. Andy and John is same years old (2) Andy and John is same old. Andy have the same face of John. Andy Andy and John is best friend.	0 4 2 0 0 0	Andy as same old as John Andy and John is best friend Andy has a friend. He's name is John. Andy is as younger as John. Andy is as years old as John. Andy and John is best friend.	4 4 2 3 2 0	Mt. Hakodate is the higher than Tokyo Tower. (2) Mt. Hakodate is the higher than Tokyo Tower. Mt. Hakodate higher the Tokyo Tower. Tokyo Tower is smaller than Mt. Hakodate. Tokyo Tower isn't high as Mt. Hakodate. Mt. Hakodate is longer than Tokyo Tower. Tokyo Tower is lower than Mt. Hakodate. (2) Tokyo tower is higher than Mt. Hakodate. Tokyo Tower is bigger than Mt. Hakodate. The Tokyo tower is not more tall the Mt. Hakodate. Tokyo Tower don't highest than Mt. Hakodate. Mt. Hakodate highest Tokyo Tower. Tokyo Tower is taller Mt. Hakodate. Tokyo Tower is shortest to Mt. Hakodate. Tokyo Tower and Mt. Hakodate is Big.	4 4 4 4 4 3 4 4 3 2 2 2 2 2 1	Mt. Hakodate is the higher than Tokyo Tower. (2) Tokyo Tower is smaller than Mt. Hakodate. (2) Tokyo tower is lower than Mt. Hakodate. (3) Tokyo tower is higher than Mt. Hakodate. (2) Mt. Hakodate more higher than Tokyo Tower Tokyo Tower is not more high than Mt. Hakodate. Tokyo Tower is tall long as Mt. Hakodate. Tokyo, and Hakodate is big The land area of Mt. Hakodate is bigger than Tokyo Tower.	4 4 4 4 3 3 2 2 1

Appendix G. Excerpts

List of Excerpts

	Page
Excerpt 1. “I think. I am motivated.” (Hope for TBLT; Pre interview 1, 8/26/2016)	58
Excerpt 2. “Organizing is hard.” (Uncertainty about TBLT; Pre interview 1, 8/26/2016)	59
Excerpt 3. “We’ll never know.” (Unfamiliarity with TBLT; Pre interview 4, 9/8/2016)	59
Excerpt 4. “Hardest part.” (Uncertainty about TBLT; Pre interview 3, 9/5/2016)	59
Excerpt 5. “I haven’t grasped the idea yet.” (Unfamiliarity with TBLT; Pre interview 4, 9/8/2016)	60
Excerpt 6. “It’s hard to control.” (Uncertainty about TBLT; Pre interview 2, 8/29/2016)	61
Excerpt 7. “We have to do within these class periods”. (Time; Pre interview 2, 8/29/2016)	62
Excerpt 8. “There’s not enough time for everyone.” (Time; Pre interview 2, 8/29/2016)	63
Excerpt 9. “There’s a lot to prepare.” (Teacher’s preparation; Post interview, 9/14/2016)	63
Excerpt 10. “Students’ expectation” (Learning culture; Pre interview 4, 9/8/2016)	64
Excerpt 11. “The system has been already established.” (Learning culture; Pre interview 4, 9/8/2016)	65
Excerpt 12. “The supremacy of the test” (Learning culture; Pre interview 4, 9/8/2016)	65
Excerpt 13. “Preparation is hard.” (Students’ preparation; Pre interview 2, 8/29/2016)	66
Excerpt 14. “They won’t do it.” (Students’ motivation; Pre interview 2, 8/29/2016)	66
Excerpt 15. “Wonder if they will prepare.” (Students’ motivation; Pre interview 3, 9/5/2016) ..	66
Excerpt 16. “Demotivated students” (Students’ motivation; Pre interview 4, 9/8/2016)	66
Excerpt 17. “Students who are not motivated at all” (Students’ motivation; Post interview, 9/14/2016)	67
Excerpt 18. “If it’s a subject you can learn in Japanese” (Level; Post interview, 9/14/2016)	67
Excerpt 19. “Pretty high level” (Level; Pre interview 2, 8/29/2016)	67
Excerpt 20. “Make one from zero” (Mr. Tanaka’s motto; Pre interview 1, 8/26/2016)	71
Excerpt 21. “The flow of language acquisition” (TBLT sequence; Pre interview 4, 9/8/2016) ...	74
Excerpt 22. “You can do both focus on form and focus on forms.” (TBLT sequence; Pre interview 4, 9/8/2016)	74
Excerpt 23. “Start with focus on meaning”. (TBLT sequence; Post interview, 9/14/2016)	74
Excerpt 24. “The sequence is totally opposite.” (TBLT sequence; Post interview, 9/14/2016) ...	75

Excerpt 25. “What they learned was clear” (Clear learning outcome and goal; Post interview, 9/14/2016)	75
Excerpt 26. “Focusing what to teach” (Clear learning outcome and goal; Post interview, 9/14/2016)	76
Excerpt 27. “Every step they had to take was clear.” (Clear learning outcome and goal; Post interview, 9/14/2016)	76
Excerpt 28. “We were aiming for the goal.” (Clear learning outcome and goal; Post interview, 9/14/2016)	76
Excerpt 29. “Various tasks could lead focus on form.” (Clear learning outcome and goal; Post interview, 9/14/2016)	77
Excerpt 30. “Minor form” (Lack of applicability to minor forms; Pre interview 4, 9/8/2016)	77
Excerpt 31. “Depends on target forms” (Lack of applicability to minor forms; Post interview, 9/14/2016)	78
Excerpt 32. “Hard to evaluate” (Less confident for TBLT with an unfocused task; Pre interview 4, 9/8/2016)	78
Excerpt 33. Mei’s Presentation in the Reproduction Activity (TBLT lesson 2, 9/12/2016)	89
Excerpt 34. S40’s Presentation After Refinement (TBLT lesson 3, 9/13/2016)	92
Excerpt 35. S38’s Presentation After Refinement (TBLT lesson 3, 9/13/2016)	92
Excerpt 36. Mr. Tanaka’s Focus on Forms (TBLT lesson 3, 9/13/2016)	93
Excerpt 37. Mei’s Presentation in Group Work 2 (TBLT lesson 3, 9/13/2016)	95
Excerpt 38. Mei’s Response to the Main Task (TBLT lesson 3, 9/13/2016)	96
Excerpt 39. Mei’s Presentation After Refinement (TBLT lesson 3, 9/13/2016)	96
Excerpt 40. Refinement Discussion in Group Work 3 (TBLT lesson 3, 9/13/2016)	97
Excerpt 41. Satsuki’s Presentation in Group Work 2 (TBLT lesson 3, 9/13/2016)	100
Excerpt 42. Discussion in Group Work 2 (TBLT lesson 3, 9/13/2016)	101